

When Chardin writes of technical matters, it is clear he is passing on information he does not comprehend. The diagrams he appends from a Persian music theory text, which was a gift to him, and which he presents as so difficult to grasp, are fairly straightforward divisions of the monochord. Meanwhile, an extended metaphor he found in this treatise, declaring that "music is a town that has forty-two neighborhoods, each with thirty-two streets,"<sup>34</sup> seems to point to the basic collection of Persian modal forms, the Radif, with its subsidiary Dastgah/Gusheh constituents, even though the specific numbers do not exactly correspond to any set of such constituents I have seen proposed for contemporary Persian theory.

Again, this provides food for thought for those concerned with non-European musical cultures in an evolutionary context. It is clear: we cannot be fully respectful of any instance of music without caring for its roots, without wanting to see its temporal depth.

### The Future of Music Education

The purpose of this essay has been to show, through the insight provided by the principles of Aesthetic Realism, and through a close examination of the texts of these early "ethnomusicologists," that the teaching of music can take on a new depth and efficiency—and yes, kindness—when music educators make a conscious and sustained study of the pitfalls of contempt.

The more we understand the temptations of contempt, the more we can avoid it ourselves, and thus be in the position to encourage our students to avoid it as well. This essay is premised on the idea that without a clear ethical foundation, music education can never reach its greatest potential. And that foundation needs to be the emotion of good will: the hope to appreciate, and to find authentic value in, what is different from oneself.

As the great Roman playwright Terence said, roughly 2,000 years ago, "I am human; nothing human is alien to me." These were words of wisdom then; they are still wisdom now.

34. Ibid., 131.

## Historical Research on Music Education and Music Therapy: Doctoral Dissertations of the Twentieth Century

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Research articles in scholarly journals, papers presented at symposia and conventions, master's theses and doctoral dissertations, and books form the body of research in music education and music therapy. Scholars have examined this body of literature to identify traits and trends in research.

In two studies, Cornelia Yarbrough identified frequency, topic area, and research methodology employed by authors of articles published in the *Journal of Research in Music Education (JRME)* during its first thirty years (1953–1983) and first fifty years (1953–2002). For the thirty-year period, she categorized 17 percent of the articles as historical, and she deemed that 79.5 percent of those articles pertain to the history of music education. She categorized 21 percent of the articles on the history of music education as biographical studies. Yarbrough reported that historical methodology was used in 14 percent of articles published in the journal's first fifty years. She also reported that 42 percent and 37 percent of *JRME* articles published during the journal's first thirty and first fifty years, respectively, were based on the authors' doctoral dissertations or master's theses.<sup>1</sup>

William R. Hall analyzed article content from *Contributions to Music Education*, which is published by the Ohio Music Educators Association. Eight of the 150 articles he examined were deemed to be historical, representing 5 percent of the total. Dennis Graham Stabler analyzed article content from the *Bulletin of the Council for Research in Music Education* during that journal's first twenty-two years (1963–1985). He categorized 7 percent of the articles as related to the history of music education, with biography constituting only 2.1 percent of articles in the journal. Marie F. McCarthy categorized articles in the twenty volumes of the *Bulletin of Historical Research in Music Education (BHRME)*

1. Cornelia Yarbrough, "A Content Analysis of the *Journal of Research in Music Education*, 1953–1983," *Journal of Research in Music Education* 32 (Winter 1984): 216, 218; and Cornelia Yarbrough, "Forum: The First 50 Years of the *Journal of Research in Music Education*. A Content Analysis," *Journal of Research in Music Education* 50 (Winter 2002): 276–277.

(1980–1999), but she used a different categorization scheme than those used by previous researchers. She reported that biography was the largest single category of articles (28 percent).<sup>2</sup>

Jere T. Humphreys and Sandra L. Stauffer reported significant increases ( $p < .001$ ) over time in the percentage of women on the editorial committee of the *JRME*, from 4 percent in the journal's first decade (1953–1962) to 10 percent, 13 percent, and 28 percent, respectively, in the next three decades, with 14 percent overall. Similarly, Humphreys reported that the percentage of women on the *BHRME* editorial committee generally increased across that journal's four five-year periods (1980–1999), from 8 percent to 18 percent, 28 percent, and 36 percent, respectively. Women served 30 percent of terms on the *BHRME* editorial committee.<sup>3</sup>

The percentage of women authors also increased over the *BHRME*'s four five-year periods, from 0 to 28 percent, 56 percent, and 36 percent, respectively, with 36 percent overall. John Grashel reported that women contributed 30 percent of articles published in the *JRME* from 1953 to 1994, although the percentage varied widely from year to year. Steven K. Hedden found that the percentage of *JRME* articles authored by women increased from 33 percent in 1970 to more than 55 percent in 1990. In a different study, Hedden found that women wrote 52 percent of research papers presented at the 1980 biennial convention of MENC: The National Association for Music Education (MENC),

2. William R. Hall, "Twenty-Five Years of Music Research Contributions," *Contributions* 25 (1998): 24–43; Dennis Graham Stabler, "A Content Analysis of the *Bulletin of the Council for Research in Music Education, 1963–1985*" (Ed.D. diss., University of Illinois at Urbana-Champaign, 1986), 44–46; and Marie F. McCarthy, "The *Bulletin of Historical Research in Music Education: A Content Analysis of Articles in the First Twenty Volumes*," *The Bulletin of Historical Research in Music Education* 20 (May 1999): 185. Beginning in October 1999 with the twenty-first volume, the *BHRME* became the *Journal of Historical Research in Music Education*. Other categorization schemes for topics in music education history have been developed by George N. Heller, "Historical Research in Music Education and Music Therapy: A Quarter-Century of Research, Writing, and Publication," *The Quarterly Journal of Music Teaching and Learning* 3 (Spring 1992): 56–62; and Jere T. Humphreys, David M. Bess, and Martin J. Bergee, "Doctoral Dissertations on the History of Music Education and Music Therapy," *The Quarterly Journal of Music Teaching and Learning* 7 (1996–97): 114. An influential scheme outside music education can be found in Louis Gottschalk, *Understanding History: A Primer of Historical Method*, 2nd ed. (New York: Alfred A. Knopf, 1969), 62–63.

3. Jere T. Humphreys and Sandra L. Stauffer, "A Content Analysis of the Editorial Committee of the *Journal of Research in Music Education*," *Journal of Research in Music Education* 48 (Spring 2000): 65–77; and Jere T. Humphreys, "The *Bulletin of Historical Research in Music Education: Its Authors, Reviewers, and Editorial Committee Members for the First Twenty Years*," *The Bulletin of Historical Research in Music Education* 20 (May 1999): 171–180.

a figure that dropped for the next biennial convention and then "hovered around 40% for over a decade after that."<sup>4</sup>

The founders of the *JRME* sought geographical representation on the editorial committee.<sup>5</sup> Although there were fluctuations in the percentage of editorial committee members relative to regional population percentages over the journal's first four decades, remarkable representation was achieved, both in the geographical region from which the members received their doctoral degrees and the institutions with which they were affiliated during their terms on the committee. Editorial committee membership for the *BHRME*, on the other hand, came from only four of the six MENC divisions during that journal's first twenty years, although each of those four divisions produced members within statistical proportions relative to their respective populations. Humphreys and Stauffer reported that fifteen of eighty-four *JRME* editorial committee members (18 percent) from 1953 to 1992 received their doctoral degrees from Florida State University. Grashel reported that Florida State doctoral graduates wrote more than 30 percent of articles published in the *JRME* from 1990 to 2002.<sup>6</sup>

In a study of doctoral research on string music education from 1936 to 1992, Vincent J. Kantorski examined several variables: type of degree and year of completion, frequency of string instruments selected for study, sex of author, and topic areas. He also reported that the Ph.D. was the most frequently awarded degree; the number of dissertations increased in each decade before peaking in the 1970s; and male authors outnumbered female authors despite an increase in the percentage of female authors in each successive decade. In a different study of dissertations in music education completed from 1998 to 2002, Kantorski examined degree type, year and country in which the dissertation was written, methodology employed, and topics. Music programs (academic,

4. Humphreys, "Bulletin," 175–176; John Grashel, "Women as Researchers: Publications in the *Journal of Research in Music Education, 1953–94*," *The Bulletin of Historical Research in Music Education* 20 (September 1998): 18–19; Steven K. Hedden, "Music Education Research: A Dozen Conventions and a Dozen *JRME* Volumes," *The Bulletin of Historical Research in Music Education* 15 (September 1993): 19; and Steven K. Hedden, "Research Sessions at MENC Conferences: 1970–1990," *The Quarterly Journal of Music Teaching and Learning* 3 (Spring 1992): 82.

5. Fred Anthony Warren, "A History of the Music Education Research Council and the *Journal of Research in Music Education* of the Music Educators National Conference" (Ed.D. diss., University of Michigan, 1966), 144.

6. Humphreys and Stauffer, "Content Analysis," 69; Humphreys, "Bulletin," 176–177; and John Grashel, "Institutional Affiliation and Terminal Degree University of *Journal of Research in Music Education* Authors, Editors, and Editorial Committee Members from 1990 to 2002: A Descriptive Study" (paper presented at MENC poster session, MENC In-service Conference, Minneapolis, MN, April 2004).

geographic, and religious) were the most frequent topics, followed by multiculturalism, ensemble participants, instructional strategies, teacher education, and others.<sup>7</sup>

In a study of dissertations on music education and music therapy history produced at American institutions from the 1920s through 1989, Jere T. Humphreys, David M. Bess, and Martin J. Bergee identified trends related to topics, granting institutions (including their geographic regions), degree types, and sex of the authors. They reported that the number of historical dissertations increased in every decade except the 1980s, when a significant decline occurred ( $p < .001$ ). They found percentage shifts between the decades of the 1950s to 1980s in each topical category, although "other" was the largest category in every decade and accounted for 30 percent of the total over the seven decades. Biography was the second largest category, with 22 percent overall, and was the only category with a significant percentage change (increase) across decades ( $p < .01$ ).<sup>8</sup>

Humphreys, Bess, and Bergee reported that dissertations were not produced proportionately by geographical region. The MENC North Central Division was the output leader in every decade through the 1980s, with more than twice as many dissertations as the next most prolific, the Eastern Division. Despite the dominance of the North Central (and to a lesser extent the Eastern) divisions, dissertation output from the Southern and Southwestern divisions increased as a percentage of the whole over time, while it decreased in the Western Division. These researchers also noted that the University of Michigan produced the most dissertations on the history of music education and music therapy from the 1920s through 1989 ( $n=83$ ), more than twice the number produced at the second most prolific institution, Florida State University ( $n=38$ ). The percentage of historical dissertations written by women increased across decades, from 11 percent in the 1950s to 36 percent in the 1980s, and 21 percent overall.<sup>9</sup>

This relatively large body of original dissertation research on music education and therapy history merits closer examination. The purpose of the present study was to extend the earlier study by Humphreys, Bess, and Bergee through 1999, and to broaden it to include comparisons with United States population percentages by region in each decade.

7. Vincent J. Kantorski, "A Content Analysis of Doctoral Research in String Education," *Journal of Research in Music Education* 43 (Winter 1995): 288–297, and "A Content Analysis of Qualitative Research Dissertations in Music Education" (paper presented at MENC poster session, MENC In-service Conference, Minneapolis, MN, April 2004).

8. Humphreys, Bess, and Bergee, "Doctoral Dissertations," 113.

9. *Ibid.*, 112–124.

## Method

We compiled a list of dissertations on music education and music therapy history produced at American institutions from 1990 to 1999 from both printed and electronic versions of *Dissertation Abstracts International*, 1990–2000.<sup>10</sup> We analyzed the following variables: number of dissertations, topics, sex of authors, granting institutions and their geographic locations in relation to population data, and degree types. The two present authors independently placed each dissertation into one of the seven topical categories used earlier by Humphreys, Bess, and Bergee: biography, K–12 music education, college/university (including teacher education), community/church music, professional organizations, other, or not applicable.<sup>11</sup>

Dissertations categorized as biographies were limited to those about individuals who worked as music educators, administrators, or conductors of ensembles in educational settings. Dissertations on K–12 music education and college/university/teacher education included only historical studies that encompassed educational activities. The category of "other" was used for studies that did not fit into the first five categories, but whose topics were deemed historical, musical, and educational. We labeled studies that did not fit into our categorization scheme as "not applicable." When we differed, we re-read and discussed the abstracts until we reached agreement. We then integrated the new data with data from the previous study.<sup>12</sup>

As in the previous study, we determined the author's gender from the first, or given, names. We used records of the granting institutions and correspondence with people associated with the authors to verify the sex of persons with ambiguous names. Likewise, we used current MENC divisional configurations when tabulating the regions of granting institutions and population data. After combining these results with data from the previous study, we organized and analyzed the data according to the following categories: the previous study (through 1989), the 1990s (1990–1999), and overall output in the twentieth century.<sup>13</sup> We listed the names of granting institutions with five or more dissertations in a table organized by decade.

We obtained population data from U.S. census reports and compared the percentage of U.S. population for each geographical region with the percentage of dissertation output. The mean of the two closest decennial census reports

10. University Microfilms International, *Dissertation Abstracts International* (Ann Arbor, MI: University Microfilms International, 1990–2000).

11. Humphreys, Bess, and Bergee, "Doctoral Dissertations," 114.

12. *Ibid.*, 112–124.

13. *Ibid.*, 115.

served as the population figure for each respective decade. We applied the population analysis retroactively to all eight decades (e.g., population means were computed for each state from the 1950 and 1960 census reports and then summed by region to determine division population figures for the 1950s). In keeping with methodology from the previous study, degree types were grouped into three general categories: Ph.D., Ed.D. (including D.Ed., D.C.M., and D.M.E.), and D.M.A. (including D.A., D.M., and M.A.D.).<sup>14</sup>

The present study differed methodologically from the previous study in the following primary ways.

- Output from the 1990s was added to that from the 1920s–1980s.
- Two authors (not three) categorized the dissertations through a collaborative process that resulted in 100 percent agreement.
- Regional population (by decade) was added as a comparison variable.

### Results

Table 1 displays the frequency and percentage for each category of historical topic by decade, combined with data from the previous study.<sup>15</sup> The number of historical dissertations increased steadily from the 1920s through the 1970s, but declined significantly between the 1970s and 1980s ( $p < .001$ ). However, there was a statistically significant resurgence in dissertation output between the 1980s and 1990s ( $x^2 = 53.82$ ,  $df = 1$ ,  $p < .001$ ), resulting in the 1990s, with 284 dissertations, being the most prolific decade of the second half of the twentieth century (1950s to 1990s) for the production of dissertations on the history of music education and music therapy ( $x^2 = 16.51$ ,  $df = 4$ ,  $p < .01$ ).

Biography increased significantly as a percentage of topics for historical dissertations from the 1950s through the 1980s ( $p < .01$ ). This statistically significant trend continued in the 1990s ( $x^2 = 15.13$ ,  $df = 4$ ,  $p < .01$ ), when

14. Ibid., 118; Donald B. Dodd, comp., *Historical Statistics of the States of the United States: Two Centuries of the Census, 1790–1990* (Westport, CT: Greenwood Press, 1993), 3–104; and U.S. Census Bureau, 2000 Census of Population and Housing, *Summary Social, Economic, and Housing Characteristics*, PHC-2-1, United States Summary (Washington, DC: U.S. Dept. of Commerce, Economics and Statistics Administration, Bureau of the Census, 2003), 1. This method of computing regional population data was adopted from Jere T. Humphreys, "Sex and Geographic Representation in Two Music Education History Books," *Bulletin of the Council for Research in Music Education* 131 (Winter 1997): 67–86; Jere T. Humphreys and Charles P. Schmidt, "Membership of the Music Educators National Conference from 1912 to 1938: A Demographic and Economic Analysis," *Bulletin for the Council of Research in Music Education* 137 (Summer 1998): 16–31; Humphreys, "Bulletin," 171–180; and Humphreys and Stauffer, "Content Analysis," 65–77.

15. All references to the "previous study" in this section are to Humphreys, Bess, and Bergee, "Doctoral Dissertations," 112–124.

biography was the single largest category, accounting for 31 percent of the output from that decade. Thus, biography moved into second place overall (behind "other") for the twentieth century, with 24 percent of the total. The topic of "community/church," representing 14 percent of overall output in the twentieth century, moved from sixth (last) place in the 1920–1980s to third place overall, due to a significant increase from the 1950s to the 1980–1990s ( $x^2 = 5.54$ ,  $df = 1$ ,  $p < .05$ ). Frequency of "college/university" continued its previous decline across decades, but not significantly so ( $x^2 = 7.1$ ,  $df = 4$ ,  $p > .05$ ), and constituted 13 percent of the overall output. K–12 education declined from the 1980s, when it accounted for 12 percent of output (tied for third place), to 8.5 percent of the output in the 1990s, last place for that decade. Professional organizations came in fifth place in the 1990s, but still moved from fifth in the 1950–1980s to sixth (last) place overall, with 8 percent of output during the twentieth century.

Table 1. Frequencies of Topics Within Decades (rows) and Percentages of Topics Across Decades (columns)

Decade	K-12 Biography	Coll/Univ Education	Comm Education	Professional Education	Organization	Other	Total	$x^2$ (df=5)
1920s	0 0%	0 0%	0 0%	0 0%	0 0%	1 100%	1	—
1930s	2 67%	0 0%	0 0%	0 0%	0 0%	1 33%	3	—
1940s	3 23%	1 8%	4 31%	1 8%	2 15%	2 15%	13	—
1950s	6 11%	10 18%	13 23%	5 9%	4 7%	18 32%	56	15.79**
1960s	27 14%	34 18%	32 17%	28 15%	12 6%	59 31%	192	36.69***
1970s	63 27%	22 10%	28 12%	35 15%	12 5%	70 30%	230	70.17***
1980s	39	16 29%	16 12%	9 12%	14 7%	40 10%	134	41.07***
Sub-total 1920–80s	140 29%	83 12%	93 12%	78 7%	44 10%	191 30%	629	130.69***
1990s	89 31%	24 9%	30 11%	55 19%	28 9%	58 20%	284	66.74***
$x^2$ (df=1) 1950–80s, 1990s	0.06	0.42	0.40	5.54*	0.06	2.00		
Total	229 24%	107 13%	123 13%	133 14%	72 8%	249 27%	913	164.04***
$x^2$ (df=4) 1950–90s	15.13**	8.77	7.10	7.35	2.3	3.30		

Note: Chi-squares were computed for the 1950–90s only due to small expected values during the 1920–40s.  
\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 2 displays data on sex of authors across decades. Men wrote more than 71 percent of dissertations in the twentieth century, and male authors dominated significantly in every decade prior to the 1990s. However, the percentage of contributions by women increased significantly across decades ( $\chi^2=33.75$ ,  $df=4$ ,  $p<.001$ ), with the largest percentage of contributions occurring in the 1990s (46 percent), resulting in a non-significant difference between the sexes for that decade ( $\chi^2=0.64$ ,  $df=1$ ,  $p>.05$ ).

Table 2. Sex of Author Within Decades (rows) and Percentages Across Decades (columns)

Decade	Male	Female	Total	$\chi^2$ (df=1)
1920s	0 0 %	1 100 %	1	—
1930s	3 100 %	0 0 %	3	—
1940s	13 100 %	0 0 %	13	—
1950s	50 89 %	6 11 %	56	34.58***
1960s	163 85 %	29 15 %	192	93.52***
1970s	182 79 %	48 21 %	230	78.06***
1980s	86 64 %	48 36 %	134	10.76**
Sub-total 1920–80s	497 79 %	132 21 %	629	211.80***
1990s	154 54 %	130 46 %	284	2.03
$\chi^2$ (df=1) 1950–80s, 1990s	4.7*	9.33**		
Total	651 71.30%	262 28.60%	913	164.74***
$\chi^2$ (df=4) 1950–90s	11.73*	33.75***		

Note: Chi-squares were computed for the 1950–90s only due to small expected values during the 1920–40s. \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

Ninety-eight institutions produced doctoral dissertations on the history of music education and music therapy during the twentieth century. The mean number of dissertations for each institution is 9.28, the median is 4, and the mode is 1. The standard deviation (9.85) is slightly larger than the mean, which indicates much variance in output among these institutions, as well as a positively skewed distribution. In fact, 25 percent of these institutions produced 72 percent of all dissertations, but 21 percent of the institutions contributed only one historical dissertation each, 2.25 percent of all dissertations over the

eight decades. Fourteen institutions contributed historical dissertations for the first time in the 1990s, but thirty-three granting institutions identified in the previous study did not produce any historical dissertations in the 1990s. Nevertheless, the 1990s saw not only the production of significantly more dissertations than any previous decade, but also the largest number of granting institutions ( $n=65$ ) ( $\chi^2=16.54$ ,  $df=4$ ,  $p<.01$ ).

Table 3 displays the names of the institutions that produced five or more dissertations during the twentieth century. All fourteen institutions identified in the previous study as having contributed at least one dissertation in every decade continued to produce in the 1990s. These fourteen institutions accounted for 46 percent of the dissertations published in the twentieth century.

The University of Michigan retained its top rank as a producer of dissertations on the history of music education and music therapy during the twentieth century. Despite a major decline in the 1980s and 1990s, Michigan contributed 9.5 percent of the dissertations overall, down from 13 percent prior to the 1990s. Florida State University was the second-largest producer of the twentieth century, with 5.5 percent of all dissertations through 1999, down only slightly from 6 percent earlier. The top six granting institutions are the same, and their rank order remains unchanged from the previous study.

During the 1990s the University of Oklahoma was the largest producer, with twenty-two dissertations, moving up from an unranked position in the previous study (i.e., not in the top twenty) to seventh on the overall rankings list. Another previously unranked institution, Arizona State University, was the second-largest producer in the 1990s, with eighteen dissertations, moving into a tie for thirteenth place overall. The "top ten" institutions for the 1990s and their overall rankings for the twentieth century follow.<sup>16</sup>

1990s Rank	Institution	20th-Century Rank
1	University of Oklahoma	7
2	Arizona State University	13
3	Southwestern Baptist Theological Seminary	20.33
4.5	Florida State University	2
4.5	University of Cincinnati	8
7.33	University of Maryland, College Park	18
7.33	University of North Carolina, Greensboro	23.5
7.33	University of Texas	12
9.5	University of Missouri-Kansas City	13.5
9.5	University of Wisconsin, Madison	27.5

16. Data on the ranks of institutions not reported in the top twenty in Humphreys, Bess, and Bergee, "Doctoral Dissertations," were taken from the unpublished data set for that study (1994), which is in the possession of Jere T. Humphreys, Tempe, AZ.

Table 3. Output Ranking of Granting Institutions with Five or More Dissertations (n=44)

Rank	20th C.	1990s	1920-80s	Granting Institution	1920-50s	1960s	1970s	1980s	Sub-total 1920-80s	Total 1920-90s	
1.0	23.16	1.00	1.00	University of Michigan, Ann Arbor	8	31	40	4	83	4	87
2.0	4.50	2.00	2.00	Florida State University	1	16	14	7	38	12	50
3.0	15.25	3.00	3.00	University of Illinois at U-C	1	10	10	13	34	6	40
4.0	23.16	4.00	4.00	University of Minnesota	2	8	12	6	28	4	32
5.0	19.33	5.00	5.00	University of Iowa	1	11	14	0	26	5	31
6.0	23.16	6.00	6.00	Indiana University	2	11	7	5	25	4	29
7.0	1.00	25.50	25.50	University of Oklahoma	0	1	2	3	6	22	28
8.0	4.50	14.00	14.00	University of Cincinnati	5	1	4	5	15	12	27
9.0	58.06	7.00	7.00	University of Southern California	7	14	3	0	24	1	25
10.5	58.06	8.00	8.00	Columbia University	5	8	6	4	23	1	24
10.5	19.33	9.50	9.50	Catholic University	2	2	2	3	19	5	24
12.0	7.33	15.50	15.50	University of Texas	2	3	7	0	12	11	23
13.5	9.50	15.50	15.50	University of Missouri-Kansas City	0	4	7	1	12	10	22
13.5	2.00	35.09	35.09	Arizona State University	0	0	0	4	4	18	22
15.0	40.05	9.50	9.50	Northwestern University	5	5	4	5	19	2	21
16.5	40.05	11.50	11.50	Boston University	1	13	1	3	18	2	20
16.5	40.05	11.50	11.50	George Peabody College for Teachers	4	5	7	2	18	2	20
18.0	7.33	21.50	21.50	University of Maryland, College Park	0	1	5	2	8	11	19
20.3	40.05	13.00	13.00	New York University	6	2	5	3	16	2	18
20.3	12.33	17.00	17.00	Ohio State University	4	2	2	3	11	7	18
20.3	3.00	74.05	74.05	Southwestern Baptist Theo. Seminary	0	1	0	0	1	16	18
22.0	15.25	18.50	18.50	University of Northern Colorado	0	0	4	6	10	6	16
23.5	12.33	21.50	21.50	University of Colorado	0	2	5	1	8	7	15
23.5	7.33	35.09	35.09	University North Carolina-Greensboro	0	0	2	2	4	11	15
25.5	40.05	18.50	18.50	University of Rochester	1	2	6	1	10	2	12
25.5	28.25	20.00	20.00	University of North Texas	0	0	2	7	9	3	12

Table 3. Continued

Rank	20th C.	1990s	1920-80s	Granting Institution	1920-50s	1960s	1970s	1980s	Sub-total 1920-80s	Total 1920-90s	
27.5	23.16	23.50	23.50	University of Kansas	0	3	0	4	7	11	
27.5	9.50	74.05	74.05	University of Wisconsin, Madison	1	0	0	0	1	10	11
29.5	19.33	35.09	35.09	University of Miami	0	0	4	0	4	5	9
29.5	15.25	45.14	45.14	University of Houston	0	0	1	2	3	6	9
32.25	58.06	23.50	23.50	Michigan State University	0	2	3	2	7	1	8
32.25	23.16	35.09	35.09	University of Cal. Los Angeles	1	2	1	0	4	4	8
32.25	15.25	56.07	56.07	University of Georgia	0	0	1	1	2	6	8
32.25	12.33	74.05	74.05	University of South Carolina	0	0	0	1	1	7	8
36.33	58.06	25.50	25.50	Southern Baptist Theo. Seminary	0	1	2	3	6	1	7
36.33	40.05	29.25	29.25	University of Kentucky	0	2	0	3	5	2	7
36.33	28.25	35.09	35.09	University of Florida	0	0	1	3	4	3	7
38.5	58.06	29.25	29.25	University of Pittsburgh	2	0	2	1	5	1	6
38.5	40.05	35.09	35.09	Louisiana State University	0	1	0	3	4	2	6
42.2	—	29.25	29.25	Case Western Reserve Univ.	1	3	0	1	5	0	5
42.2	—	29.25	29.25	Colorado State College	0	5	0	0	5	0	5
42.2	58.06	35.09	35.09	Univ. North Carolina at Chapel Hill	0	0	4	0	4	1	5
42.2	58.06	35.09	35.09	University of Southern Mississippi	0	0	4	0	4	1	5
42.2	40.05	45.14	45.14	New Orleans Baptist Seminary	0	0	2	1	3	2	5
				Other institutions (n=54)	11	20	24	19	74	41	115
				<b>Total Dissertations by Decade</b>	<b>73</b>	<b>192</b>	<b>230</b>	<b>134</b>	<b>629</b>	<b>284</b>	<b>913</b>
				<b>Institutions by Decade</b>	<b>28</b>	<b>44</b>	<b>56</b>	<b>48</b>	<b>84</b>	<b>65</b>	<b>98</b>
				<b>% Dissertations by Decade</b>	<b>8%</b>	<b>21%</b>	<b>25%</b>	<b>15%</b>	<b>69%</b>	<b>31%</b>	<b>100%</b>

During the 1990s the following institutions moved down in overall rank from the 1920–1980s.<sup>17</sup>

- University of Rochester, Eastman School of Music (from 18.5 to 25.5)
- Northwestern University (from 9.5 to 15)
- Boston University (from 11.5 to 16.5)
- New York University (from 13 to 20.33)
- Columbia University (from 8 to 10.5)
- Catholic University (from 9.5 to 10.5)
- George Peabody College for Teachers (from 11.5 to 16.5)
- Ohio State University (from 17 to 20.33)
- Northern Colorado University (from 18.5 to 22)
- University of Colorado (from 21.5 to 23.5)
- University of North Texas (from 20 to 25.5)
- University of Kansas (from 23 to 27)
- Southern Baptist Theological Seminary (from 25.5 to 36.33)
- University of Kentucky (from 29.25 to 36.33)
- University of Florida (from 35.09 to 36.33)
- University of Pittsburgh (from 29.25 to 38.5)
- Louisiana State University (from 35.09 to 38.5)
- University of North Carolina at Chapel Hill (from 35.09 to 42.2)
- University of Southern Mississippi (from 35.09 to 42.2)

The production of dissertations from each MENC division is presented in Table 4. As a percentage of the national total, the North Central Division produced the most dissertations in every decade through the 1980s, but there was a statistically significant percentage decline between the 1950–1980s and the 1990s ( $\chi^2=5.56$ ,  $df=1$ ,  $p<.05$ ). The North Central Division produced only 23 percent of the national total during the 1990s (sixty-eight dissertations) and was surpassed by the Southwestern Division, which more than tripled its output from twenty-six dissertations in the 1980s to eighty-nine in the 1990s ( $\chi^2=25.94$ ,  $df=1$ ,  $p<.001$ ), or 31.5 percent of the national total for that decade. Nevertheless, the North Central Division led all divisions significantly in overall output through the twentieth century at 36 percent of the total, ( $\chi^2=43.1$ ,  $df=5$ ,  $p<.001$ ), which was double the individual production of the Eastern, Southern, and Southwestern divisions (18 percent each), and far surpassed the Western Division (8 percent). The Northwest Division produced the fewest dissertations in each decade and overall, accounting for less than 1 percent of the total.

17. Ibid.

Table 4. Granting Institutions by MENC Division: Frequencies of Divisional Output Within Decades (rows) and Percentages Within Divisions Across Decades (columns)

Decade	East	N. Central	N. West	South	S. West	West	$\chi^2$ (df=5)
1920s	0 0%	0 0%	0 0%	0 0%	1 100%	0 0%	—
1930s	1 33%	2 66%	0 0%	0 0%	0 0%	0 0%	—
1940s	3 23%	7 53%	0 0%	3 23%	0 0%	0 0%	—
1950s	16 29%	26 46%	0 0%	3 5%	1 2%	10 18%	46.30***
1960s	38 20%	81 42%	2 1%	30 16%	20 10%	21 11%	112.70***
1970s	45 20%	102 44%	2 1%	44 19%	30 13%	7 3%	169.61***
1980s	23 17%	46 34%	2 1%	30 22%	26 19%	7 5%	57.37***
Sub-total							
1920–80s	126 20%	264 42%	6 1%	110 17%	78 12%	45 7%	380.14***
1990s	38 13%	68 23%	1 0.00%	59 21%	89 32%	29 10%	102.84***
$\chi^2$ (df=1) 1950–80s, 1990s	1.48	5.55*	—	0.42	8.74**	0.52	
Total	164 18%	332 36%	7 0.20%	169 18%	167 18%	74 8%	395.39***
$\chi^2$ (df=4) 1950–90s	6.64	10.02*	—	11.43*	33.08***		14.59**

Note: Chi-squares were computed for the 1950–90s only due to small expected values during the 1920–40s. \* $p<.05$ ; \*\*  $p<.01$ ; \*\*\*  $p<.001$

The percentage of U.S. population and production of dissertations for each MENC division is shown in Table 5. The North Central Division produced a statistically significant higher percentage of dissertations relative to its population percentages from the 1950s through the 1970s ( $p<.05$ ), but its overall output percentage was not significantly greater than its population percentage (means by decades) for the twentieth century as a whole ( $p>.05$ ). The Southern and Southwestern divisions under-produced in the 1950s relative to their respective populations ( $p<.01$ ), but the Southwestern Division over-produced in the 1990s ( $p<.01$ ). The Western Division under-produced significantly during the 1970s and 80s ( $p<.05$ ), and showed a statistically significant decline across decades ( $p<.01$ ). The percentages of change in output over time for the Southern, Southwestern, and Western divisions differed statistically from their

respective population percentages. Despite these anomalies, however, all six MENC divisions produced historical dissertations proportionate to their overall respective population percentages during the twentieth century ( $p > .05$ ).

Table 5. Divisional Percentages of Dissertations and of Population by Decade for the 1950–90s and for the 20th Century

Division	1950s	1960s	1970s	1980s	1990s	$\chi^2$ (df=4)	20th Century
<b>Eastern Division</b>							
% Population	28%	27%	25%	23%	22%	1.04	25%
% Dissertations	29%	20%	20%	17%	13%	6.99	19.8%
$\chi^2$ (df=1)	0.01	1.04	0.60	0.90	2.310		0.60
<b>North Central Division</b>							
% Population	25%	25%	23%	22%	20%	0.77	23%
% Dissertations	46%	42%	44%	34%	24%	8.63	38%
$\chi^2$ (df=1)	6.21*	4.31*	6.58*	2.57	0.36		3.68
<b>Northwestern Division</b>							
% Population	3%	3%	4%	4%	4%	—	3.6%
% Dissertations	0%	1%	1%	1%	1%	—	0.8%
$\chi^2$ (df=1)	3.00	1.00	1.80	1.80	1.80		1.78
<b>Southern Division'</b>							
% Population	21%	20%	21%	22%	23%	0.28	21.40%
% Dissertations	5%	16%	19%	22%	21%	11.39*	16.60%
$\chi^2$ (df=1)	9.84**	0.44	0.10	0.00	0.09	—	0.6
<b>Southwestern Division</b>							
% Population	13%	13%	13%	14%	14%	0.07	13.40%
% Dissertations	2%	10%	13%	19%	32%	33.05***	15.20%
$\chi^2$ (df=1)	8.06**	0.39	0.00	0.75	7.04**	—	0.11
<b>Western Division</b>							
% Population	9%	11%	12%	14%	15%	1.84	12.2%
% Dissertations	18%	11%	3%	5%	10%	14.57**	9.40%
$\chi^2$ (df=1)	3.00	0.00	5.40*	4.26*	1.00	—	0.36

Note: Chi-squares were computed for the 1950s–90s only due to small expected values during the 1920s–40s. \* $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Table 6 displays data on degree types across decades. The production of D.M.A. degrees increased steadily in each successive decade until the 1990s, when they constituted 54.5 percent of all degrees. This was a statistically significant increase from the 1980s to the 1990s ( $\chi^2 = 10.94$ ,  $df = 1$ ,  $p < .001$ ). Ed.D. degrees held relatively steady from the 1920s through the 1980s until declining significantly in the 1990s ( $\chi^2 = 5.88$ ,  $df = 1$ ,  $p < .05$ ), when they accounted for only 7 percent of doctoral degrees. This decline resulted in a statistically significant decrease in Ed.D. degrees between the 1950s and 1990s ( $\chi^2 = 16.61$ ,  $df = 4$ ,  $p < .05$ ). Over half of all relevant degrees granted in the twentieth century were Ph.D.s, while D.M.A. degrees constituted 29 percent.

Table 6. Degrees by Decade: Frequencies of Degree Types Within Decades (rows) and Percentages Across Decades (columns)

Decade	Ph.D.	Ed.D.	D.M.A.	Total	$\chi^2$ (df=2)
1920s	1 100%	0 0%	0 0%	1	—
1930s	2 67%	1 33%	0 0%	3	—
1940s	10 77%	3 23%	0 0%	13	—
1950s	33 59%	17 30%	6 11%	56	19.75***
1960s	101 53%	61 32%	30 16%	192	39.50***
1970s	136 59%	53 23%	41 18%	230	69.82***
1980s	67 50%	33 25%	34 25%	134	16.76***
Sub-total 1920–80s	350 56%	168 27%	111 18%	629	148.63***
1990s	109 38.50%	20 7%	155 54.50%	284	99.55***
$\chi^2$ (df=1) 1950–80s, 1990s	3.24	11.76***	18.38***		
Total	459 50%	188 21%	266 29%	913	127.88***
$\chi^2$ (df=4) 1950–90s	5.47	16.61*	48.02***		

Note: Chi-squares were computed for the 1950–90s only due to small expected values during the 1920–40s. \* $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

## Discussion

The number of dissertations on music education and therapy history increased in all successive decades during the twentieth century except for the 1980s. This increase in historical research could be attributed to several factors, including what appears to have been an increase in music-related doctoral degrees overall, the establishment of the MENC History Special Research Interest Group (1978), the founding of the *Bulletin of Historical Research in Music Education* (1980), and the ascendancy of the D.M.A. degree in many large music schools.<sup>18</sup>

Despite biography being the most numerous type of historical study in the 1990s, "other" remained the most frequent dissertation topic in the twentieth century overall. Research at the doctoral level in music education is a very broad

18. Grashel, "Women as Researchers," 23.



field, resulting in the need for several categories of studies.<sup>19</sup> The increasing interest in research on the history of community music education may stem from a shift in orientation toward community activities and relations on the part of many universities. Likewise, some professional organizations have begun to emphasize this area of music education. For example, the International Society for Music Education supports a commission on community music and MENC sponsors a special research interest group on community music.<sup>20</sup> The decline in studies on K–12 and college/university education may be due to changes in privacy rights and other human-subject research regulations during the second half of the twentieth century.<sup>21</sup> In general, the increase in research on music education history is encouraging, but the decline in the amount of doctoral research on the history of K–12 and college/university music education could be a cause for concern.

Numerically, women authors of historical dissertations on music education and therapy made steady gains in each decade until they approached parity (46 percent) with male authors in the 1990s. These figures are similar to findings related to increasing involvement by women in research activities at MENC national conventions, as authors of journal articles and doctoral dissertations, and as members of editorial committees.<sup>22</sup>

The North Central Division was the leader in the production of dissertations on the history of music education and music therapy with 36 percent of the twentieth-century total, despite a decline in output during the 1990s and a steady decline in that division's percentage of the national population.<sup>23</sup> When considering this large output, Allen P. Britton's direction of more than fifty dissertations at the University of Michigan during the 1960s and 70s, most of

19. David Michael Donathan, "A Comparative Study of Doctoral Degree Programs in Music Education" (Ph.D. diss., Indiana University, 1982), 41.

20. International Society for Music Education, Commission on Community Education, [www.isme.org/article/archive/6/](http://www.isme.org/article/archive/6/); Internet, accessed 5 March 2004; and Suzanne Burton, "Special Research Interest Groups," MENC: The National Association for Music Education, [www.menc.org/information/research/research.html](http://www.menc.org/information/research/research.html); Internet, accessed 5 March 2004.

21. United States Department of Education, "The Family Educational Rights and Privacy Act (FERPA)," (20 U.S.C. § 1232g; 34 CFR Part 99); [www.ed.gov/policy/gen/guid/fpcol/ferpal/index.html](http://www.ed.gov/policy/gen/guid/fpcol/ferpal/index.html); Internet, accessed 28 April 2004.

22. Grashel, "Women as Researchers," 17–26; Hedden, "Music Education Research," 19; Hedden, "Research Sessions," 82; Humphreys, Bess, and Bergee, "Doctoral Dissertations," 112–124; Humphreys, "Bulletin," 175–176; and Humphreys and Stauffer, "Content Analysis," 70–71, 73–74. Information in *Data Summary*, published by the Higher Education Arts Data Services, shows an increase in the percentage of doctorates in music education granted to women from 1989 to 1999.

23. Dodd, *Historical Statistics*, 3–104; and U.S. Census Bureau, *Summary*, 1.

them on historical topics, should not be ignored.<sup>24</sup> His retirement in 1984 coincided with a notable decline in historical dissertation output at the University of Michigan during the final two decades of the twentieth century. On the other hand, Florida State University maintained its second-place ranking with relatively consistent output into the 1990s.

Another interesting trend is the small group of institutions that produced few dissertations on music education history prior to the 1990s but then became leaders in that realm during the closing decade. Three institutions contributed to the huge increase in dissertation output by the Southwestern Division between the 1980s and 90s, while the region registered a non-significant gain in percentage of the U.S. population during that period ( $\chi^2=0.04$ ,  $df=1$ ,  $p>.05$ ). Specifically, the University of Oklahoma, Southwestern Baptist Theological Seminary, and the University of Texas at Austin accounted for 55 percent of the output ( $n=49$  of 89) among the fourteen granting institutions in the Southwestern Division in the 1990s. Similarly, Florida State produced 20 percent ( $n=12$  of 59) of dissertations in the Southern Division during the 1990s. However, a single institution, Arizona State University, produced the majority of historical dissertations in the Western Division in the 1990s, 62 percent ( $n=18$  of 29). Florida State remained consistent in its output, but results from these other institutions, including the University of Michigan, suggest that in some cases individual faculty advisors, rather than the institutions with which they were affiliated, influenced the number of dissertations produced.

The Ph.D. was the most frequently granted degree, representing more than half of all degrees granted to authors of dissertations of this type during the twentieth century. However, the number of D.M.A. degrees increased significantly and surpassed the Ph.D. in the 1990s. One possible explanation for the increase in D.M.A. degrees might be an increase in the number of performance majors opting to write historical dissertations in lieu of undertaking performance recitals or other types of research. Annual published data summaries provide only aggregate data on doctoral degrees awarded by American universities and, to date, there are no reliable sources for determining the type(s) of dissertation associated with each type of degree.<sup>25</sup> The declining percentage of Ed.D. degrees granted in the 1990s may reflect a shift of music education graduate programs from colleges of education to schools of music.

The significant increase in the number of dissertations written in the 1990s may be due to several factors, including: increased pressure for music faculty to earn doctoral degrees; increasing expectations of doctoral degrees for new

24. Humphreys, Bess, and Bergee, "Doctoral Dissertations," 121.

25. Higher Education Arts Data Services lists specific music areas in doctoral programs, but degree types are not specified.

faculty appointments; and the popularity of the D.M.A. degree, which was originally intended for performers and later for composers and pedagogues.<sup>26</sup>

Finally, the present study documents a dearth of dissertations on the history of music therapy, a field with a rich history that could benefit from more historical investigation.<sup>27</sup> The present study identified only one dissertation on music therapy history written in the 1990s, resulting in a ratio of 907:6 for historical dissertations on music education and music therapy produced in the twentieth century.

### Conclusions

Aside from an examination of topical categories, this study did not deal with content or methodology of the targeted body of dissertations. Nevertheless, the data illuminate interesting trends in historical research, trends that could serve as the foundation for new directions in research on music education and therapy history. This study provides an example of how researchers can combine quantitative and historical research methods, which could lead to an enhanced understanding not only of historical research on music education and music therapy, but in some instances of the subject fields themselves.

Authors of future dissertations and other types of research could synthesize existing research in an attempt to interpret an ever-expanding body of literature.<sup>28</sup> Studies that synthesize trends in research writing, demographic makeup of research authors, and the influence of institutions and professional organizations will help future researchers identify and describe various versions of the past, as well as shed some light on present practices and perhaps the future.

A British scholar asserts that the study of history now "embraces greater disciplinary diversity—in its scope and content, its paradigms and methodologies."<sup>29</sup> Researchers could place equal importance on perspectives, contexts, stories, valid evidence, and verifiable primary sources. They could learn from the insights of social scientists while remaining rooted in pedagogical concerns.<sup>30</sup> Researchers could follow the British lead and focus more on the

26. Ronald D. Ross, "To Doctor Or Not, That Is (Still) the Question," *College Music Symposium* 21 (fall 1981): 118–119; and Emanuel Rubin, "The D.A.: An Alternative Doctoral Pattern for the Arts," *College Music Symposium* 26 (1986): 137.

27. Heller, "Historical Research," 58, 62.

28. *Ibid.*, 61–62.

29. Marie McCarthy, "The Past in the Present: Revitalising History in Music Education," *British Journal of Music Education* 20 (July 2003): 123.

30. Gordon Cox, "Transforming Research in Music Education History," in *The New Handbook of Research on Music Teaching and Learning*, Richard Colwell and Carol Richardson, eds. (New York: Oxford University Press, 2002): 704.

"underdeveloped" education side of music education history.<sup>31</sup> Facilitating doctoral research through improved access to faculty members at other institutions could result in greater collaboration among researchers with different types of research expertise, and a broader array of scholars from various demographic groups would likely expand research horizons.<sup>32</sup>

A broader vision of music education history would help researchers incorporate social science and other research perspectives and methods.<sup>33</sup> Music education historians would be wise to take up the current debate among historians in related fields and develop their own multi-modal methods of inquiry.<sup>34</sup> Dissertations on music education history, and indeed that field's historical research literature in general, do not reflect major changes that have been evident in many other areas of historiography since the 1960s. Advisors who guide doctoral students in their dissertation research should consider broadening the scope of historiography to include these more modern (often sociological) approaches.<sup>35</sup> Updated methodology, if implemented by doctoral students just beginning their research careers, could propel music education historiography in new directions.

31. McCarthy, "The Past in the Present," 132. The opposite admonition could be made to British music education historians.

32. Jere T. Humphreys, "Expanding the Horizons of Music Education History and Sociology," *The Quarterly Journal of Music Teaching and Learning* 7 (1996–97): 13–16.

33. Cox, "Transforming Research," 704; Humphreys, "Expanding the Horizons," 14–15; and McCarthy, "The Past in the Present," 131.

34. Humphreys, "Expanding the Horizons," 15.

35. Jere T. Humphreys, "The Content of Music Education History? It's a Philosophical Question, Really," *Philosophy of Music Education Review* 6 (Fall 1998): 97; Humphreys and Schmidt, "Sex and Geographic Representation," 80–81; and Humphreys, "Expanding the Horizons," 16.