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A Historical Descriptive Analysis Of Federal, State, And Local Education Policy And Its Influence On The Music Education Curriculum In The New York City Public School 1950-1999

David Crone

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ABSTRACT

A HISTORICAL DESCRIPTIVE ANALYSIS OF FEDERAL, STATE, AND LOCAL EDUCATION POLICY AND ITS INFLUENCE ON THE MUSIC EDUCATION CURRICULUM IN THE NEW YORK CITY PUBLIC SCHOOLS 1950-1999

BY

DAVID CRONE

During the last several decades, the basic tenets of schooling have been under intense scrutiny. With the highly influential involvement in school policy and planning, the government has guided the direction of the educational system in America for the last twenty years. Since the publication of A Nation at Risk in 1983, lawmakers have played a substantial role in guiding the direction of curriculum. This Presidential report was commissioned in response to intense criticism by economic leaders that American education was not meeting the needs of the work force. Schooling has been the focal point of pivotal debate regarding the purpose and value of education. When A Nation At Risk was unveiled to the public in 1983, the arts community suffered tremendously, in that the role of arts education was diminished and devalued by not being considered as a part of the core curriculum.

According to the current New York City Schools Chancellor, Harold Levy, there is a "gap" in arts education in New York City that was created during the budget cuts in the 1970's and continued through the 1980's when the federal government revealed its plan for reforming education.

This study investigates the federal government's influence on education policymaking and its impact on the music education curriculum in the New York City public school system over the last 50 years. The federal government's role in education policymaking is explored in light of four traditional education philosophies as outlined by Gross (1998), namely Essentialism, Perennialism, Progressivism, and Existentialism. The influence of the federal government in education policy making is considered against the backdrop of the social, political, and economic conditions specific to each decade. The sources used in this study are pulled from education policy documents, addresses, and other relevant sources at the federal, state, and local levels. This study also describes the status of music education specific to New York City Public Schools through Curriculum Guides, reports, policy, and other pertinent data.

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EDUCATION POLICY AND ITS INFLUENCE ON THE MUSIC EDUCATION
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BY

DAVID CRONE

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**Submitted in Partial Fulfillment of the
Requirements for the Degree of Doctor of Education
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2002

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“No man is a failure who has friends.”

Clarence the Guardian Angel—‘It’s a Wonderful Life’

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DEDICATION

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CHAPTER I

INTRODUCTION

Background of the Problem

During the last several decades, the basic tenets of schooling have been under intense scrutiny. With the highly influential involvement in school policy and planning, the government has guided the direction of the educational system in America for the last twenty years. Since the publication of "A Nation at Risk" in 1983, lawmakers have played a substantial role in guiding the direction of curriculum. "A Nation At Risk" was a Presidential report commissioned in response to intense criticism by economic leaders that American education was not meeting the needs of the work force (NCEE, 1983). Schooling has been the focal point of pivotal debate regarding the purpose and value of education. Educational philosophers such as John Dewey espouse the belief that school is a tool that creates reflection and experiences through interaction, and instills the values of community and democracy in our citizenry (Dewey, 1938).

The Music Educators National Conference (1951) takes this position in a document advocating the role of music in American education:

Because of the role of arts in civilization, and because of their unique ability to communicate the ideas and emotions of the human spirit, every American student, Pre-K through grade 12, should receive a balanced,

comprehensive, sequential, and rigorous program of instruction in music and the other arts. (p.3)

When "A Nation At Risk" was unveiled to the public in 1983, the arts community suffered tremendously, in that the role of arts education was diminished and devalued by not being considered as a part of the core curriculum.

Importance of the Study

So then, what becomes important in curriculum? During the 20th century, four philosophical positions have risen to popularity creating a major influence on curriculum: Essentialism, Perennialism, Progressivism, and Existentialism (Gross, 1988).

An Essentialist philosophy stresses a structured and logical curriculum that would present the essential knowledge and skills needed to create productive citizens (Bagley, 1941). Essentialism refers to the "traditional" or "back to basics" approach to education (Shaw, 2001, p. 1). This philosophy provides students with a curriculum emphasizing math and science. This conservative philosophy promoted schools as a tool for instilling the traditional moral values and the intellectual knowledge needed by students to become model citizens. Although it was believed by essentialists that the fine and creative arts are an addition to our heritage and should not be neglected in a curriculum, the mastering of basic techniques and detailed information was considered paramount to the development of creativity. This philosophy was promoted in the 1930's by American educator William Bagley, but was soon criticized for its rigid structure (Shaw, 2001).

Perennialism—a philosophy much aligned with the conservative position of

Essentialism focuses on the moral and intellectual habits of humanity (Hutchins, 1938). Perennialism centers “on the authority of tradition and the classics” and supports a curriculum that promotes an in-depth study of the great books of literature, philosophy, and the social sciences (Orenstein & Levine, 1985, p. 193). The roots of Perennialism are found in the teachings of the Greek philosophers (Parkay & Haas, 2000) and were later established by the 13th century scholar Thomas Aquinas, in the religious approach to education that continues to thrive in Catholic school curricula today (Shaw, 2001). In early twentieth-century secular America, Perennialism was developed and promoted by educator Robert Hutchins and later enjoyed a renaissance in 1982 through the establishment of the Paideia Program by Mortimer Adler (Shaw, 2001).

The Progressivist education movement, beginning in the 1920’s and based on the ideas of education philosopher John Dewey, supported the position that that learning must be respectful of the learner’s feelings and interests (Dewey, 1916). Education, according to Dewey, is “a reconstruction of experience, an opportunity to apply previous experiences in new ways” (as cited in Shaw, 2001, p. 5). The Progressivist curriculum centered on the experiences, interests, and abilities of the individual students, while emphasizing the study of the natural and social sciences, the interaction with nature and society, and the promotion of such virtues as cooperation and tolerance for differences and diversity (Shaw, 2001).

Albert Camus describes Existentialism as an individual quest for meaning (Gross, 1998). This nineteenth century European-based movement rejected the “traditional, essentialist approach to education” and claimed that individuals are responsible for determining for themselves what is a morally, ethically, or aesthetically accepting

principle (Shaw, 2001, p. 13). The Existentialist curriculum provided students with a varied choice of subject matter, allowing students the freedom to choose “their own preferred way” and learn at their own pace (Shaw, 2001, p. 13).

These four strikingly different philosophies have been the standards by which curricula have been discussed and designed for the better part of the 20th century (Gross, 1998). Yet, as vastly dissimilar as each of these philosophies are, a comprehensive music education program has the power to illuminate each of these guiding philosophies. In keeping with the Essentialist view of a logical curriculum with an emphasis on math and science, it has been suggested that there is a relationship between music and spatial intelligence (Rauscher & Shaw, 1994). Music cognition requires “the same temporal sequences as spatial-temporal reasoning and the ability to execute the higher reasoning tasks could be strengthened through experience or learning” (Rauscher & Shaw, 1994, p. 4).

The Perennialist philosophy is supported in a report published in 1988 by the National Endowment for the Arts entitled, “Toward Civilization: A Report on Arts Education.” This report enhances the claim that arts education gives young people a sense of civilization (NCES, 1988). As the report states:

The great works of art provide guideposts to cultural literacy. Arts education also fosters creativity and teaches effective communication. Another purpose of arts education is to provide tools for critical assessment of what one reads, sees, and hears (NCES, 1988, p. 1).

In his work, “Art as Experience,” progressivist John Dewey sets forth a similar idea as that of NCES. As he states,

because experience is the fulfillment of an organism in its struggles and achievements in a world of things, it is art in germ. Even in its rudimentary forms, it contains the promise of that delightful perception which is esthetic experience (Dewey, 1934, p. 10).

Therefore, the arts may help overcome the “anesthetic in experience” (Greene, 1993, p. 211).

To the existentialist, the arts “can awaken us to alternative possibilities of existing, of being human, of relating to others, of being other...they can open new perspectives on what is assumed to be ‘reality’” (Greene, 1995, p. 211). Therefore, the arts can potentially attract a broad range of students and engage them in the learning process. The opportunity for some students to express their creativity may be the single-most reason why they come to school, while for other students, study of the arts provides links between ranges of other subject matter. Schools that maintain a curriculum that is arts-rich “consistently perform at a significantly higher academic level than those that are arts-poor” (Levy, 2001, p. 7).

The Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools presented a report at the 1951 annual meeting of the Music Educators National Conference. The purpose of this report was to exist as a content guide for principals and curriculum planners. The general beliefs of this document were that all students should have the opportunity to have experiences with music that should be designed to meet their own specific interests and needs. Musical experiences should be designed so that they naturally and easily lend themselves to integration with general education subjects. The key idea was that integrative

experiences will allow students to begin to use music effectively as a part of their daily lives (MENC, 1951).

Most recently, the team of physicist Gordon Shaw and research psychologist Frances Rauscher, conducted a break through study in which they attempted to determine whether exposure to music would enhance the performance of young people on standardized intelligence tests (Rauscher & Shaw, 1994). The College Entrance Examination Board reported in 1996 that students of the arts continue to outscore their peers who have not had consistent course work or experience in the arts (The College Board, 1996). In 1990, the National Endowment for the Arts conducted a study of the "relationship between instruction and experience in the arts and students' performance on standardized tests of educational achievement" (NEA, 1991, p. 2). This study proved to be highly promising for the arts in education.

In a 1991 report to the Chancellor and the Board of Education of New York City, a special task force outlined the following:

1. The arts allow students to develop important cognitive, affective, and social skills.
2. Each artistic discipline has a history which reflects its social origins and regularly requires the use of mathematics, reading and writing.
3. Early exposure to the arts helps nurture the diversity of human potential and creativity.
4. Arts education helps foster ethnic pride and intercultural and interracial understanding (Board of Education Task Force, 1991, p. 2).

Purpose of the Study

The purpose of this study is to investigate the federal government's influence on education policymaking and its impact on the music education curriculum in the New York City public school system over the last 50 years. The federal government's role in education policymaking will be explored in light of four traditional education philosophies as outlined by Gross (1998), namely Essentialism, Perennialism, Progressivism, and Existentialism.

The Significance of the Study

Since the end of World War II, the Music Educators National Conference has addressed and promoted the general educative values of music in the curriculum (MENC, 1955). According to the current New York City Schools Chancellor, Harold Levy, there is a "gap" in arts education in New York City that was created during the budget cuts in the 1970's (2001, p. 7). This "gap" is purportedly being rectified within the curriculum and arts education programs within the New York City Schools, apparently placing educative value on arts curricula as the 21st century approaches (Levy, 2001, p. 7).

According to Krathwohl (1998), historical analysis gives "perspective so that we may better judge progress" (p. 572). A historical survey and analysis of music education against the backdrop of federal, state and local policy, and the social and political current of the times, will perhaps help answer some of the questions surrounding the difficulty music education has had in finding its appropriate place in the general curriculum post World War II (MENC, 1955).

Methodology

This study will describe federal, state, and local education policy in light of the social and political environment particular to a specific decade. The sources used in this study will be pulled from education policy documents, addresses, and other relevant sources at the federal, state, and local levels.

This study will also describe the status of music education specific to New York City Public Schools through Curriculum Guides, reports, policy, and other pertinent data. This study will be limited by the accuracy and the preservation of these various local documents within the New York City public school system.

The influence of the federal government in education policy making will be considered against the backdrop of the social, political, and economic conditions specific to each decade.

Further, this study will position education policy within one of the four traditional curriculum models (Essentialism, Perennialism, Progressivism, Existentialism) as discussed previously in this chapter.

The Research Question

What role did the social, political, and/or economic current of the times play in shaping Federal education policy, which in turn influenced state and local education policy, dictating the position of music education in the New York City Public Schools?

Subsidiary Questions

1. Through a historical review of educational perspective imbedded in State of the Union addresses and federal education policy from the 1950's-1999, can it be determined whether or not federal policy has an impact upon curriculum planning at the state and local level?
2. Was there a shift in the educational philosophies that influenced curriculum on the local level which reflected federal and/or state policy?
3. Who was in charge of curricular direction during each specific time period?

Organization of the Study

The initial chapter of the study introduces the issue of how government involvement in curriculum decision-making may impact music education in the curriculum. The chapter also presents the importance, purpose, and significance of the study as well as the research and subsidiary questions, the hypothesis, and limitations.

The second chapter through the sixth chapter presents an overview of each of the decades from 1950 through 1990. Each chapter will present an extensive literature review consisting of Presidential State of the Union Addresses, federal, state and local education policy, and music education policy and thought pertaining to each decade.

The seventh chapter rearticulates the purpose of the study, summarizes the pertinent investigative data, and details the conclusion and interpretation of the study. This chapter also presents recommendations for further research.

CHAPTER II

HISTORICAL REVIEW OF THE 1950'S

According to authors Michael Mark and Charles Gary (1992) during the 1950's:

The United States emerged from World War II as the strongest military, economic, and industrial world force and most other Western countries looked to it for leadership. The United States was the chief agent in helping other nations rebuild and regenerate themselves after the war while at the same time continuing to develop itself. This dual role generated a strong economy and the best in American creative genius as the nation began to transform itself from an industrial society into an early technological society (p. 329).

Purpose of Chapter

The purpose of this chapter is to present an overview of the decade and an extensive literature review consisting of Presidential State of the Union Addresses, federal, state and local education policy, as well as music education policy and thought pertaining to the 1950's.

Introduction

As a result of World War II, the 1950's ushered in a new optimism and prosperity that was enjoyed throughout the nation. The United States led the world in the

production of manufactured goods. Unemployment was at an all-time low and personal income was at an all-time high. There was a great demand for automobiles, household appliances, and other consumer goods. The first credit card appeared on the scene as well as a bumper crop of babies. The GI Bill of Rights provided veterans with substantial aid to study in colleges, technical schools, or agricultural programs. This Bill, along with the Federal Housing Administration, made owning a house affordable which spurred the growth of suburbia (Britten & Brash, 1998).

However, the Cold War, the Korean War, the space war, and the racial war loomed over the prosperity and optimism of the fifties. President Truman launched the Civil Defense Administration in 1950 in an effort to teach Americans how to survive a nuclear attack. Schools taught a new subject known as duck and cover. "On Command, students were taught to crouch, shield their eyes, and seek cover under any available shelter, including their desks" (Britten & Brash, 1998, p. 86). Soviet-aided North Korea and the Sputnik satellite launches posed a threat to American safety, while McCarthy's list added it's own fuel the Communist frenzy. African Americans still struggled with poverty as well as racial barriers. The pursuit of equal rights gave rise to the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas* that guaranteed blacks equal educational opportunities as that of whites. In 1957, three years after this decision, seven southern states had still not enrolled one black student, and enrollment in other southern states was minimal at best. Hostility and violence was the norm as black parents escorted their children to school. In September of that year, it was necessary for President Eisenhower to dispatch troops to Central High School in Little Rock, Arkansas, to protect black students who were harassed while attempting to enroll

in school. The arrest of Rosa Parks in Montgomery, Alabama, sparked a boycott led by Baptist minister, Martin Luther King, Jr., of all city buses by blacks (Britten & Brash, 1998).

The Eisenhower Administration, 1953-1960

In his first State of the Union Address of February 2, 1953, President Eisenhower declared that the school system “demands some prompt, effective help” (1953, p. 16). The effects of the post World War II baby boom were beginning to be felt in elementary schools throughout the country. Eisenhower called for the renewal of legislation that would aid in the construction of schools. He also recommended establishing an “appropriate commission, together with a reorganization plan defining new administrative status for all Federal activities in health, education, and social security” (Eisenhower, 1953, p. 17). During Eisenhower’s first year, the Department of Health, Education, and Welfare was formed under the leadership of Oveta Culp Hobby.

In 1954, Eisenhower education policy concerned itself again with the construction of new schools and the preparation of teachers to staff these schools. The preparation of teachers, although under the “control and direction of public education policy, is a state and local responsibility” (Eisenhower, 1954, p. 10). However, Eisenhower urged that the Federal Government should be ready to assist states that may have difficulty in providing sufficient school facilities. In order to appraise the various needs, Eisenhower called for statewide education conferences to be held in each state, culminating with a national conference. Before these conferences were completed though, Eisenhower (1955) called

for "positive, affirmative action" to be taken immediately because certain factors as population growth "have produced an unprecedented classroom shortage" (p. 10).

In that same year, the President called for the establishment of a Federal Advisory Commission on the Arts that was to exist within the Department of Health, Education, and Welfare. This Advisory Commission was to advise the Federal Government "on ways to encourage artistic endeavor and appreciation" (Eisenhower, 1955, p. 12).

In his 1955 State of the Union Address, Eisenhower stated that the federal government "should do more to give official recognition of the importance of the arts and other cultural activities" (1955, p. 12). In 1958, Eisenhower signed Public Law 85-874, which called for the establishment of a national cultural center for the performing arts.

Through the late 1950's, Eisenhower (1957) pushed for the school construction bill that he claimed would "benefit children of all races...and children of all races need schools now" (p. 3). For the first time in any of his State of the Union Addresses, Eisenhower (1957) raised the issue of school integration and called on the American people to approach these issues with "calm and reason, with mutual understanding and good will, and in the American tradition of deep respect for the orderly processes of law and justice" (p. 4).

Shortly after Eisenhower's address, the war in space had begun. As the October 5, 1957 headline of the New York Times read "SOVIET FIRES EARTH SATELLITE INTO SPACE" (p. 1). The launching of Sputnik on October 4, 1957 established the Soviet Union as a leader in space technology, and also launched criticism of the American educational system. The launching of Sputnik II a month later added more salt to the wound. It appeared that the "emblem of scientific proficiency was something we

wanted to capture back” (Johnson, 1997, p. 2). In response to this situation, “one of the things the country did to try to capture that back was change the curriculum” (Ponce, 1997, p. 2). The question was then posed if this was the first time that there had been a link between education and the national defense. Keith Benson, in that same interview responded: “Well, it was the first overt time certainly. I mean, we went through three major studies of curriculum in physics, chemistry, and biology in 1957 and ’58 as a direct response to Sputnik” (Ponce, 1997, p. 2).

Eisenhower’s 1958 State of the Union Address began by acknowledging that the recent world developments are considered by many Americans to be a threat to the nation’s safety. His message was to restore the people’s confidence in the nation’s security by outlining measures that would ensure strength and build peace. Among the eight items requiring immediate action was the investment of a billion dollars over a four-year period in the area of education and research. The Department of Health, Education, and Welfare was charged with designing activities that would “improve teaching quality and student opportunities in the interests of national security” (Eisenhower, 1958, p. 5). The National Science Foundation was called upon to stimulate and improve science education. State and local governments, schools, industry, teachers, parents, students, and all Americans were challenged to create the “intellectual capital” needed and “invest it in the right places” (Eisenhower, 1958, p. 5).

For the remainder of his term, Eisenhower articulated the necessity of creating and maintaining modern school facilities, qualified and appropriately compensated teachers, and the use of the best possible curricula and teaching techniques.

Federal Policy

In a review of the Federal Legislation that was enacted during the 1950's, several bills align themselves with Eisenhower's vision of education. Public Law 81-815 and Public Law 81-874 provided financial assistance for the construction and operation of schools (Digest of Education Statistics, 2000). Although this law was passed in 1950 under Truman, Eisenhower pushed for the construction of new schools and quality teachers to staff them. Furthermore, in 1954 the Federal Educational Research Act (Public Law 83-531), "authorized cooperative arrangements with universities, colleges, and state educational agencies for educational research" (Digest of Education Statistics, 2000, p. 5).

In 1958, the National Defense Education Act was passed (Digest of Education Statistics, 2000, p. 6). This law, which was in obvious direct response to Sputnik, provided assistance to schools to strengthen their instruction in "science, mathematics, foreign languages and other critical subjects...and vocational education for technical occupations necessary to the national defense" (Digest of Education Statistics, 2000, p. 6).

State Policy

The 1954 Supreme Court decision in *Brown v Board of Education* prompted Commissioners James E. Allen, Jr. and Ewald B. Nyquist to lead the State Education Department in a battle against segregation in the schools (Folts, 1996). A division of intercultural relations was established to help oversee the state's anti-discrimination legislation and promote racial balance within various school districts.

In 1955, the State Education Department instituted the New York State School Music Association, whose mission, in part, was to “stimulate interest in the study of music in the public, private, and parochial schools of New York State” (NYSSMA, 1955, p. i).

In 1958, the State adhered to the federal mandate of the National Defense Education Act by focusing its attention on the science and mathematics curriculum. Algebra, geometry and trigonometry were incorporated into an integrated curriculum. The neglected secondary level science curriculum had already been revised in the 1940s, and “teaching of science on that level was finally mandated in 1958, because of public concern over Soviet successes in space technology” (Folts, 1996, p. 18).

City Policy

The Mayor’s 1954 Annual Report to the City Council noted that the number of students attending public schools in New York City decreased from the previous year due to a result of raising the minimum age for admission. However, the increased birth rate from the “last few years will affect elementary school enrollment for years to come” (Wagner, 1954, p. 36). In keeping with the President’s call for new school construction and teacher training, the New York City school system allocated over \$129,000,000 for new schools, additions, and modernization adding seats for approximately 20,000 students (Wagner, 1954). Teacher shortage was of primary concern throughout the school system. Additional teachers were licensed and substitute teachers were employed. Science and mathematics were the subjects that suffered the most from teacher shortage. Teachers at the secondary level benefited from more intensive teacher training and

teacher councils. Curriculum development focused on the vocational high schools whose syllabi included trades and related technical subjects. By the end of the year, the Curriculum Division had developed a "modern course of study for each elementary school curriculum area" (Wagner, 1954, p. 38).

New York City Superintendent of Schools William Jansen, wrote in the opening line of his 1950 Report that "the traditional '3 R's'—reading, writing and arithmetic—are as fundamental to learning and living as they ever were" (p. 1). He continues that reading, writing and arithmetic are still considered as basic fundamental skills in elementary education. However, many other skills are considered important as well, including the "Expressional Skills—Conversations, discussions, original writing, the visual arts, music, rhythms, building and constructing, the arts of dress and homemaking, etc." (Jansen, 1950, p. 1).

In a 1952 report, Jansen promoted creative expression and claimed that school outlets for expression and appreciation "were numerous, including art, music, handwork, sports hobbies, writing, literature, dramatics, motion pictures, etc." (p. 31).

Further review of materials finds a Superintendent who is proud of the diversity of the music education programs in the New York City Public Schools:

Music is a part of the life of every one of us in varying degree, ranging from casual acceptance to fervid full-time work. The role it plays in adult life is determined in large measure by the interest engendered during school years. Our music program provides the types of experience that nourish this interest and deepen music appreciation. (Jansen, 1952, p. iii)

Jansen (1954) proclaimed "New York City has long recognized the value of art education for all its pupils" (p. i). He enthusiastically continued to write in his reports about the breadth of the music curriculum, the "personal and social implications of art," and the ability of the arts to serve the needs of each individual child in various school situations (Jansen, 1954, p. i). However, curriculum bulletins from the 1950's and 1960's outlined elaborate music programs that provided the classroom teacher with pragmatic syllabi for the instruction of music within the classroom.

Mayor Wagner's 1957 Annual Report opened with the following:

Scientific and military developments in the Soviet Union in 1957 aroused a great national debate and searching appraisal of educational objectives and practices in the United States. Such searching appraisal is no new matter in New York City; we are seeking constantly to improve the school plant, the curriculum, the working condition of teachers, and the various supplementary educational services which round out a comprehensive system of public education. (p. 33)

In 1959, John Theobald, the Superintendent of Schools for the City of New York after Jansen, opened his annual report by stating, "The present report tells the story of what our secondary schools are doing to meet the manpower needs of New York City" (p. i). Theobald believes that the range of courses offered in the schools addresses the industrial and technological growth of the nation. Not only are children being prepared effectively for college and the professions at a greater rate than ever before, "but we are also fulfilling the insistent demand that we prepare all children for a life of satisfying work in fields other than the professional" (Theobald, 1959, p. i).

Analysis

Analysis Question 1:

Through a historical review of educational perspective imbedded in State of the Union Addresses and federal education policy from the 1950s-1999, can it be determined whether or not federal policy has had an impact upon curriculum planning at the state and local level?

Federal education policy dictated the direction of policy on the state and local levels. In the early 1950's, education policy concerned itself with the Post World War II influx of students into the school systems. Government on all levels focused its energies and resources on the construction of new schools, the refurbishing of old ones, and the recruitment and education of qualified teachers to staff them. The Arts seemed to enjoy a prominent position in the education renaissance during the same period. The President sought to encourage artistic endeavor through the establishment of an Advisory Council within the Department of Health, Education, and Welfare; the New York State Education Department upheld the importance of music education through the establishment of the New York State Schools Music Association (NYSSMA); and, according to Superintendent's Reports and related resources, the New York City public schools recognized the merit of arts education for all its students (Jansen, 1954, p. i).

The Post-Sputnik frenzy created a reverse swing of the educational pendulum. In 1958, the federal government passed the National Defense Education Act, which placed emphasis on mathematics and science in the curriculum. This federal mandate was the by-product of a scared nation whose economic and technological strength was considered

unsurpassable—especially by a Cold War rival. The American education system was blamed for weaknesses in the development of “the mental resources and technical skills of its young men and women” (NDEA, 1958, p. 1). The nation’s security was at risk and the only way to ensure technological leadership, was to improve the basic subjects. Curriculum throughout the nation “became heavily weighted in favor of those subjects and away from music and the other arts” (Mark & Gary, 1992, p. 353). It is apparent that the federal government impacted the direction of education policy at the state and local levels.

Analysis Question 2:

Was there a shift in curriculum traditions on the local level that reflected federal and/or state policy?

The Post-Sputnik movement appeared to initiate a shift toward an essentialist curriculum tradition (Mark & Gary, 1992, p. 353). “As a consequence of Sputnik it suddenly became commonplace to use schools as whipping posts—to argue that the nation was in difficulty because schools taught the wrong stuff, and in the wrong ways” (Marshall, Sears & Schubert, 2000, p. 41). The educational system was under extreme scrutiny due to the national perception of a weak education system that put national security in jeopardy, therefore establishing an increased movement toward essentialism and away from music and the other arts (Mark, 1992, p. 353).

Analysis Question 3:

Who was in charge of curricular direction during each specific time period?

The federal government, in reaction to the political implications of Sputnik, was responsible for the implementation of the essentialist curriculum that was prominent in the education systems of the nation post 1957 and throughout the early part of the 1960's.

CHAPTER III

HISTORICAL REVIEW OF THE 1960'S

In his 1963 State of the Union Address, President John Fitzgerald Kennedy gave his impression of the upcoming decade:

My friends: I close on a note of hope. We are not lulled by the momentary calm of the sea or the somewhat clearer skies above. We know the turbulence that lies below, and the storms that are beyond the horizon this year. But now the winds of change appear to be blowing more strongly than ever, in the world of communism as well as our own. For 175 years we have sailed with those winds at our back, and with the tides of human freedom in our favor... Today we still welcome those winds of change—and we have every reason to believe that our tide is running strong (p. 23).

Purpose of Chapter

The purpose of this chapter is to present an overview of the decade and an extensive literature review consisting of Presidential State of the Union Addresses, federal, state and local education policy, and music education policy and thought pertaining to the 1960's.

Introduction

Underneath the sedate and quiescent current of the 50's, the turbulent wind of the 60's had already begun to blow. The 1960's was a decade of Rights: Equal Rights, Voting Rights, Women's Rights, and Consumer Rights. Civil Rights leader Martin Luther King, Jr. led non-violent demonstrations to protest racial inequality. Malcolm X militantly promoted black power. President Johnson pushed two civil rights bills through Congress. Betty Friedan, author of *The Feminine Mystique* and founder of the National Organization for Women (NOW), championed for full equality for women. Ralph Nader, generated public support for consumer rights by taking on the corporate mogul, General Motors for sacrificing safety for profits (Brash & Britten 1998).

It was a decade of revolt: the music revolution, the fashion revolution, and the counterculture. The nation experienced Beatlemania and the British Invasion, MoTown Music and Soul, Acid Rock and the Folk Rock songs of social and political protest. The fashion revolution saw Mini and Mod, Psychedelic and Tie-dye, Nehru, Hippy-chic, and Flower Power. The Counterculture exposed the nation to flower children, communal life, Woodstock, and drugs (Brash & Britten, 1998).

In the 60's a nation cried and triumphed over space travel, and protested and anguished over Vietnam. This decade experienced the Camelot of the Kennedy Administration, the lost trust of the Johnson Administration, and the beginnings of the Nixon regime, all seeking to unite a country divided.

Education Policy of the Kennedy Administration, 1961-1963

In his first State of the Union Address, President Kennedy piggybacked on the policies of his predecessor claiming a shortage of classrooms and properly qualified teachers. The war babies of the 1940's are now preparing to enter college, and Kennedy cites colleges as being ill prepared to properly educate and sustain the number of students who will enter. He calls on Congress to no longer delay the Federal grants necessary to stimulate education at both the higher and public school level (1962, p. 9).

Kennedy advances new policies and addressed the issue of civil rights in his 1962 Address to Congress. Kennedy (1962) claimed that a "strong America requires the assurance of full and equal rights to all its citizens, of any race or of any color" (p. 8). The right to a free public education should be guaranteed. In building a strong America, Kennedy found it disturbing that there were eight million adult Americans classified as functionally illiterate. Kennedy (1962) strongly recommends plans for a "massive attack to end this adult illiteracy" (p. 11). Kennedy also recommends bills to improve the educational quality of schools, to stimulate the arts, and to provide Federal loans for the construction of new academic facilities and federally funded scholarships. The President urges Congress to pass last year's proposal for Federal aid to public school construction and teachers' salaries claiming that "excellence in education must begin at the elementary level" (Kennedy, 1962, p. 11).

Kennedy's last Address to Congress in 1963 echoes his call for an excellent and comprehensive education, allowing a child to be educated to the "full extent of his talent, from grade school through graduate school" (Kennedy, 1963, p. 7).

Although numerous bills in support of the arts were introduced to Congress, it wasn't until 1963 that President Kennedy called for the establishment of a President's Advisory Council on the Arts. However, Kennedy was assassinated before the members of the Council were appointed. President Johnson continued the efforts to imbue authority to Arts Councils for the development of music education throughout his administration. The National Arts and Cultural Development Act of 1964 established National Council on the Arts to "recommend ways to maintain and increase the cultural resources of the Nation and to encourage and develop greater appreciation and enjoyment of the arts by its citizen" (NEA, 2000, p. 10).

Education Policy of the Johnson Administration, 1963-1969

Johnson continued to pursue Kennedy's comprehensive education plan by promoting that every American child should be ensured the opportunity to develop their mind and skills to their fullest potential. New laboratories and centers would be developed to explore new methods of teaching and to help schools raise their standards of excellence. However, Johnson's focus began to serve low-income families. Johnson (1965) declared a "war on poverty" by calling for special school-aid funds to improve the quality of "teaching, training, and counseling in our hardest hit areas" (p. 9). Assistance would be directed to public schools that served low-income families, and college scholarships and low-interest loans would be provided to those students "of the greatest promise and the greatest need" (Johnson, 1965, p. 9). Johnson promoted the educational program 'Head Start' which was designed for children who were three years old. Its purpose was to maintain "educational momentum by following through in the early

years” (Johnson, 1967, p. 6). With the proposal of the International Education Act of 1966, aid would be given to education programs in other countries so that those children would have the same “head start that we are trying to give our own children” (Johnson, 1966, p. 11).

Johnson was an advocate of technology. Television should be used as a medium for presenting educational programming that would become a “vital public resource to enrich our homes, educate our families, and to provide assistance in our classrooms” (Johnson, 1967, p. 9). Satellite television and space communication could be used to improve the education of children in all areas of the earth.

Federal Policy

A review of federal education legislation shows alignment with the presidential proposals that both Kennedy and Johnson advanced in their State of the Union addresses. The Higher Education Facilities Act of 1963, the Higher Education Act of 1965 and its amended version, the Education Professions Development Act of 1967, provided funding to institutions of higher education for the purposes of upgrading or developing facilities and services, and to “help meet critical shortages of adequately trained educational personnel” (Digest of Education Statistics, 2000, p. 8). The Higher Education Act of 1965 also authorized insured student loans and made provisions for graduate teacher training fellowships. This act also called for the establishment of a National Teacher Corps (Digest of Education Statistics, 2000, p. 8).

The Economic Opportunity Act of 1964 and the Elementary and Secondary Education Act of 1965, authorized grants that provided educational programs and work-

study programs for students from low-income families. These Acts established the Head Start program and other community action programs. Specific funding was designated for school library resources, textbooks, and necessary instructional materials for school children. In 1968, an amendment to the Elementary and Secondary Education Act of 1965, modified existing programs, supported dropout prevention programs, bilingual education programs, and further advanced educational programs for the handicapped (Digest of Education Statistics, 2000).

President Kennedy's 1962 recommendation may have been the impetus behind the National Foundation on the Arts and Humanities Act that was established in 1965. This law authorized "grants and loans for projects in the creative and performing arts and for research, training, and scholarly publications in the humanities" (Digest of Education Statistics, 2000, p.7). The National Endowment for the Arts was established that same year in obvious response to the above law.

The Public Broadcasting Act of 1967 established the Corporation for Public Broadcasting that supervised the direction of noncommercial educational radio and television broadcasting.

State Policy

Prior to the 1960's, racial segregation was accepted in many of New York's public school systems. The Board of Regents was determined to see the elimination of segregation in education in all schools in the state. In June of 1963, the State Commissioner of Education, James E. Allen, Jr., "directed every school district to report its policy and plan for eliminating racial imbalance" (Folts, 1996, p. 19). In light of

unsatisfactory compliance by several districts, the Commissioner ordered implementation plans for desegregation. This order was upheld by the courts initially, but by 1969, the Legislature prohibited students of minority races to be assigned to particular schools for the sake of achieving racial balance in attendance. However, the Regents put forth two policy statements affirming their dedication to educational equality:

Fundamental in all efforts to achieve the objective of an integrated society is the principle of equality of educational opportunity. A manifestation of the vitality of our American democratic society and essential to its continuation, the basic principle, deeply embedded in education law and policy, has been continually reaffirmed in both its practical advantages and its moral justice by new developments and needs of changing times.

(New York State Education Department, 1993, p. 1)

This idea of equal educational opportunities for all was also voiced by the Regents in a policy statement on continuing education. The purpose of this statement was to “provide adequate opportunities for continuing education for adults in all places of their lives—family, public and cultural” (New York State Education Department, 1993, p. 2).

Statutes passed in the 1960’s allowed state aid for New York’s non-commercial public television and radio stations to provide continued educational programming to schools and the general public. The State Education Department produced and distributed a series on inter-racial relationships (Folts, 1996, p. 36).

The 1960’s was a period when standards sagged. There was statewide concern over the decrease in student standardized test scores. This era of “social and political

turbulence and an unpopular war overseas” created the notion that “the quality of education really didn’t matter so very much because it did not overcome gaps in socio-economic status among children” (Ambach, 1987, p. 5). Federal Aid allocated by the Elementary and Secondary Education Act of 1965 enabled the state to develop new tests to measure competency in reading, writing, and math skills at the third, sixth, and ninth grade levels (Folts, 1996, p. 21).

The 1960’s saw the rise of many state-sponsored programs for urban education. Project ABLE helped school personnel identify and assist talented minority students. The School to Employment Program (STEP) identified potential high school dropouts and created a program that combined work and school. The Regents’ policy for urban education was adopted in 1967. This plan “promoted educational programs to achieve integration and educational opportunity regardless of race or class” (Folts, 1996, p. 20). In 1968, the Legislature authorized the Urban Aid program designed to revitalize city school systems, supplementing the federal aid granted under the Elementary and Secondary Education Act of 1965 (Folts, 1996).

In 1961, the State Education Department initiated a “review service to assess a district’s educational program and remedy deficiencies” (Folts, 1996, p. 21). The New York City school district was the first to be reviewed. In 1968, State Education Commissioner Ewald B. Nyquist created the Redesign in Education program to “encourage the school and community to find ways to improve student achievement” (Folts, 1996, p.21).

City Policy

Integration continued to be a primary focus of the New York City public school system through the 1960's. In the 1964-65 Annual Report of the Mayor of the City of New York, Wagner expressed that substantial progress had been made in integrating the public education system and providing quality instruction for children of all ethnic groups and those of deprived backgrounds from poorer neighborhoods. As Wagner (1965) stated, "the City and the Board of Education are examining all reasonable avenues of approach in seeking the best answers to achieve integration—and achieve it quickly" (p. 32). This report claims that children from poorer neighborhoods are not well prepared for school. Children from low-income families potentially learn slowly or fail to learn, thus creating difficulties in social adjustment.

The organization of a broad and diverse curriculum was necessary to meet the needs of so large a school system. The 1960-61 Annual Report of the Superintendent of Schools discusses the advantages of the curriculum design of the New York City Public Schools. As Superintendent Theobald (1961) claims, the curriculum design is threefold:

flexibility to allow for local adaptation; comprehensiveness to provide subject matter for the bright, the normal, and the slow; articulation to provide continuity, manageability, and challenge. The design should make it possible for community members to share responsibility with the schools especially in the attainment of such objectives as character, health, and social relationships. (p. 11)

Curriculum development in the New York City Public Schools was considered by Superintendent Theobald (1961) to be an "ever-changing, continuous, evolutionary

process which engages the participation of thousands of teachers, supervisors, and laymen” (p. 1). Theobald (1961) claims that the educational changes which are taking place throughout the nation are a result of a combination of the ever-growing school population, a consistent shortage of teachers, Soviet technological advances, and the “waste of America’s talent” (p. 2). As he stated, “mathematics, science, and foreign languages have rocketed to a position of priority—in terms of federal aid” (Theobald, 1961, p. 1).

However, in a review of Curriculum Guides and Annual Reports from the 1960’s, the music education program in the schools was apparently thriving. The program was developmental, extending from kindergarten through the twelfth grade. Every teacher at the elementary level was responsible for teaching music (Theobald, 1960, p. 52). Classroom experiences included singing, listening, rhythmic movement, the playing of instruments, learning to read music, and developing creative expression (Theobald, 1960, p. 53). The introduction of these concepts were broadened and deepened as students progressed into the junior and senior high levels. Music literature, music history, music performance, and elective concentrated study courses were part of the 7-12th grade curriculum. The School for Performing Arts and the High School of Music and Art provided advanced training for students whose interests or career choices were focused in these areas.

Many outside organizations contributed to the overall health of the music programs in the City’s school system, providing opportunities for students to see live concerts or perform in ensembles at a level beyond that of their local school ensemble. The Salute to Music Project, the Music Talent Program, and the Friends of Music, which

were partly supported by the Board of Education, served to enrich and strengthen the regular music programs throughout the five boroughs (Theobald, 1961, p. 55).

However, the face of education in New York City was soon to change. In 1967, the Taylor Law permitted the unionization of teachers and state workers. In the fall of that year, three citywide teachers' strikes occurred. The Decentralization crisis of 1967-68 allowed the Legislature to make some changes in the way the city's schools were run. The Superintendent of Schools was replaced by a Chancellor with increased powers; new community school districts were formed giving appointed superintendents authority over the public schools within their districts; and the board of education was maintained, but now its school board members were appointed by the Mayor and the borough presidents (Folts, 1996, p. 14).

Analysis

Analysis Question 1:

Through a historical review of educational perspective imbedded in State of the Union Addresses and federal education policy from the 1950's-1999, can it be determined whether or not federal policy has had an impact upon curriculum planning at the state and local level?

The early part of the new decade retained the curricular focus that was established in the latter part of the previous decade. As the 1960's progressed, the educational furor began to diminish with the quality of teachers educating the growing student population. Civil Rights issues also redirected the national attention. The federal government responded to the rising social concerns of racial segregation. As a result of these critical

domestic issues, the federal government responded by calling for the provision of a free and equal public education for all. This became the driving force behind many of the policies of the Kennedy and Johnson administrations (Kennedy, 1962, Johnson, 1964-1969).

State and local governments followed suit. The New York State Board of Regents was resolved to eradicate racial segregation in all schools throughout the state, and for the New York City public schools system, racial integration was of primary concern.

The middle part of the decade was triumphant for the arts. The National Foundation on the Arts and Humanities Act was passed authorizing grants and loans for projects pertaining to the arts and humanities. In 1965, the National Endowment for the Arts was established. That same year, the Elementary and Secondary Education Act was passed. Although this Act allowed states to review and develop their curricula in basic skills, it also provided support for music and arts programs and encouraged aid to revitalize urban school systems (Mark & Gary, 1992). New York City maintained a healthy music program that was consistently strengthened by programs partly supported by a relationship between the Board of Education and various outside organizations.

Analysis Question 2:

Was there a shift in curriculum traditions on the local level that reflected federal and/or state policy?

The Civil Rights movement and the Vietnam conflict were instrumental in dictating the social order of the day. The federal government was forced to view the nation through a humanistic frame, which had an impact on the policies promoted during

the 1960's. This decade also gave rise to a substantial body of literature dedicated to the rising interest in humanistic psychology and thoughts in curriculum development (Marshall, Sears & Schubert, 2000). The aura of the 1960's, which started out rooted in the remains of the essentialist traditions of the late 1950's, began to take on an existentialistic mood by providing students with the freedom to choose their own education direction within a diverse, varied, and not necessarily mainstream choice of subject matter.

The New York City Public Schools offered students a developmental music program that broadened and deepened with students' development and interests. The regular music program was enriched by the creation and implementation of several specialized music programs throughout the city (Theobald, 1961, p. 55).

Analysis Question 3:

Who was in charge of curricular direction during each specific time period?

Society and culture in the 1960's played a considerable role in shaping curriculum because of the influence of the populace on the federal government. Providing a free and equal education for all may have been the impetus behind the proliferation of curriculum choices that were prevalent in the 1960's. By the end of the decade, the rise in drug abuse and juvenile crime, and an impending fiscal crisis in New York City, would dictate a significant shift in curricular choices of the 1970's.

CHAPTER IV

HISTORICAL REVIEW OF THE 1970'S

In 2001, New York City Public Schools Chancellor Harold O. Levy, described the education policy of the 1970's in the following manner: "In the budget cuts of the 1970's, arts in the schools suffered terribly. Programs and teachers were cut. Violin teachers learned how to teach math or left the schools. Pianos became bookshelves" (p. 7).

Purpose of Chapter

The purpose of this chapter is to present an overview of the decade and an extensive literature review consisting of Presidential State of the Union Addresses, federal, state and local education policy, as well as the music education policy and thought pertaining to the 1970's.

Introduction

The 1970's were a time of transition for the nation. Americans, who enjoyed the prosperity of the two previous decades, found themselves facing the sudden deterioration of the economy. Inflation was at an all time high fueled by big Government spending on the war, high unemployment, high interest rates, and an energy crisis. The Organization of Petroleum Exporting Countries (OPEC) cut its shipments of oil to the United States

generating higher prices in home heating oil, electricity, and gasoline. Americans lowered their thermostats, turned to smaller, fuel-efficient (and foreign made) automobiles at a lower speed limit, and worked or schooled shorter hours (Britten & Mathless, 1998).

In 1972, we first heard the word Watergate. This would begin a political nightmare that would culminate with the resignation of a President of the United States. In 1973, an agreement was signed calling for a cease-fire in Vietnam and a return of all prisoners of war. By 1975, South Vietnam fell to communist rule (Britten & Mathless, 1998).

During the 70's racial tensions increased when the federal courts, in an attempt to racially balance the school system, ordered students to be bussed into different neighborhood schools. In the workplace, affirmative action became the order of the decade. The Feminist Movement continued to blossom. Women were presented with opportunities in the workforce that allowed them the freedom to move from their limited work roles to career oriented and financially rewarding positions. In 1973, the controversial Supreme Court decision of Roe v. Wade gave feminism its biggest victory (Britten & Mathless, 1998).

During the decade, people reached inward for self-fulfillment. Americans experimented with eastern religions, pseudo-religions, as well as assertiveness and sensitivity training. The 70's gave birth to the jogger, the great outdoors, and the self-help book (Britten & Mathless, 1998).

Education Policy of the Nixon Administration, 1970-1974

In a 1971 meeting with the Associated Councils of the Arts, President Nixon stated:

The important thing now is that government has accepted support of the arts as one of its responsibilities—not only on the Federal level, but on the state and local levels as well. And increasingly, governments at all levels see this not only as a responsibility but also as an opportunity—for there is a growing recognition that few investments in the quality of life in America pay off so handsomely as the money spent to stimulate the arts.

(NEA, 2000, p.19)

In his 1972 State of the Union Address, Nixon claimed that the Federal Government support of the arts was broad and instrumental in stimulating a deep appreciation for the contribution that the arts make to the lives of individuals and the nation as a whole. In that same address, Nixon (1972) asked for Federal action “to cope with the gathering crisis of school finance and property taxes” (p. 8). He called for providing “fair and adequate financing for our children’s education” without a continued burden of rising property taxes (Nixon, 1972, p. 8). Nixon asked for a review of tax reforms and how federal, state, and local governments should support the public schools. However, he felt strongly that local school boards should have control over their local schools.

Education Policy of the Ford Administration, 1975-1976

Ford was sworn in as President of the United States on August 9, 1974 after the resignation of Nixon. Ford's priority was the restoration of the public's confidence in federal government.

The New York City fiscal crisis of the 1970's provoked massive budget cuts in all city services, including education. The City turned to the federal government for help, but was refused help. Ford's response provoked the famous New York Daily News headline, "Ford to NY: Drop Dead" (PSC-CUNY, 2000).

Education Policy of the Carter Administration, 1977-1981

Carter formed a new Department of Education under his administration.

The newly streamlined Department gave "education a stronger voice at the Federal level, while at the same time reserving the actual control and operation of education to states, localities, and private institutions" (Carter, 1981, p. 19).

Carter signed into law the Education Amendments of 1978, which were considered improvements to the Elementary and Secondary Education Act. These amendments initiated new programs to improve students' achievements in the basic skills and provided aid to school districts with high numbers of low-income families. These amendments also allocated funds for grants, work-study, and loans for eligible students entering post-secondary education (Digest of Education Statistics, 2000, p. 11).

The Carter administration was responsible for organizing a study that explored the condition and needs of science and engineering education programs throughout the nation. It was hoped that this extensive study would “serve as a springboard for needed reforms at all levels of education” (Carter, 1981, p. 20).

Federal Policy

In 1970's, federal education policy emphasized employment opportunities for the unemployed and the under employed, youth employment training programs including an education-to-work initiative, a career education program for elementary and secondary schools, and the implementation on a postsecondary occupational education program. Two laws passed in 1970 called for the development of new curricula. The Environmental Education Act established an office of Environmental Education whose purpose was to develop curricula and implement environmental programs at the elementary and secondary levels, and the Drug Abuse Education Act, which provided for the development and implementation of curricula on the problems of drug abuse. That same year saw the passage of the Elementary and Secondary Education Assistance Program, which “authorized comprehensive planning and evaluation grants to state and local education agencies,” and also called for the establishment of a National Commission on School Finance (Digest of Education Statistics, 2000, p. 8). In 1978, the Education Amendments of 1978 law established a “comprehensive basic skills program aimed at improving pupil achievement (Digest of Education Statistics, 2000, p. 11). This law replaced the existing National Reading Improvement program.

State Policy

In the 1970's, the State Education Department attempted "the humanization of the curriculum and the school as a whole" (Folts, 1996, p. 18). The Regents was of the opinion that schools should emphasize human experiences that foster a sense of community and that "give life ultimate meaning and delight" (New York State Education Department, 1993, p. 4) The policy initiative, Humanities and Arts in Elementary and Secondary Education of 1970, called for an education which:

emphasizes the importance of human beings, their nature and place in the universe; teaches that all persons have dignity and worth; studies accomplishments of men and women, especially those that tend to enrich the quality of life; and searches for the means to repair the environment, to satisfy one's emotions and aspirations, and develop a personal lifestyle. (New York State Education Department, 1993, p. 3)

This policy promoted the need for literature and the arts as vehicles which would provide the leadership needed to create a renaissance in education, and help "young people relate to one another, and to the universe, with a new sense of excitement, concern, and reverence" (New York State Education Department, 1993, p. 4).

A cultural education policy was initiated that same year calling for an integrated network of libraries in New York State to meet the "growing demand for information in every form of human endeavor" and to enrich the lives of people and communities (New York State Education Department, 1993, p.5).

The Environmental Education policy proposed the establishment of a program at the elementary and secondary levels that would lead students to accept responsibility for

the environment and "view the primary role of man as being a participant in rather than a master of his natural surroundings" (New York State Education Department, 1993, p. 5).

There was great concern over the use of drugs in the state and across the nation, and the high incidence of disease, death and illegal acts associated with drug use. A Drug Education program was proposed in 1970 at the elementary and secondary levels as a means to educate youth about the dangers of recreational drugs (New York State Education Department, 1993, p. 5)

In 1974, competency testing in the elementary and secondary levels was initiated, and by 1977, the increasing of these requirements had become a major focus of the State Education Department. Tests were designed to "measure what we expected students to learn in comprehension, writing, and mathematics" (Ambach, 1987, p. 39). School registration requirements were tightened and many facets of the curriculum were being reviewed. In 1976, a policy was proposed to educate the gifted and talented in New York State. That same year, summer schools for the arts were established, providing instruction for students with special talents in music, drama, dance, and art (Folts, 1996). In 1979, the Education Department initiated a program designed to demonstrate the importance of the arts in education. This program was to support the establishment of a Commissioner's Advisory Council which would report to the Commissioner on "trends and insights gathered from the field and to serve as a sounding board for the formation of policies affecting arts education" (New York State Education Department, 1988, p. 1). A long-range planning document for the arts in education would be initiated as well as a series of pilot projects to be administered under the auspices of the State Education Department.

Other policy initiatives of the Board of Regents during the 1970's included adequately preparing students for the work force, increasing reading skills, and eliminating discriminatory practices and promoting equal opportunity for women in the state's educational system.

City Policy

During the 1970's, the New York City Public Schools were in crisis. School decentralization in the late 1960's reorganized community schools districts, giving authority over these community districts to their local elected boards and appointed superintendents (Folts, 1996). The newly created position of Chancellor, who was given greater authority and control over the City's school system, replaced the position of Superintendent. The Mayor and the borough presidents would now appoint School Board members (Folts, 1996).

Education policy in New York City was historically bogged down in bureaucracy. The school system was often criticized for its "lack of innovation and continued reliance on past programs and practices," especially in the area of curriculum development and budgeting (Gittell & Hollander, 1968, p. 167). As scholar Gittell (1968) explains,

The development of curriculum—which amounts to the preparation and revision of curriculum bulletins—is a headquarters job, removed from schools, teachers, and the most expert thinking in the field. Although curriculum theory stresses flexibility and innovation, the procedures for the development of curriculum in New York City are constrained by the bureaucratic structure (p.167).

The normal budgetary issues experienced by a large and cumbersome school system was compounded by the fiscal issues that faced New York City in the 1970's and resulted in trimming the budget of the New York City Public Schools. In 1971, the President of the Board of Education, Murry Bergtraum, announced that "the city school system might have to lay off as many as 1,000 employees as part of a projected reduction of more than 5,000 jobs anticipated under the Mayor's revised executive budget" (Buder, 1971, p. 53). By the opening of school in September of 1975, a total of 7,000 instructional positions had been eliminated. The reduction of these teaching positions increased class size beyond the stipulated contract agreement with the United Federation of Teachers. Cuts in administrative personnel, support staff, and guidance counselors seriously affected services provided to students, especially those students in need of special education services (Buder, 1975, p. 1). Minority teachers, who were the last to be hired through Affirmative Action, were the first to be cut. Classrooms contained fewer teachers' aides and only the barest of essential supplies. In some districts, there were no crossing guards at street corners. Throughout the system, athletic programs, extracurricular and co-curricular activities, and cultural programs were reduced dramatically. Finally, failed negotiations between the Board of Education and the teachers' union resulted in a weeklong teacher's strike (Buder, 1975, p. 70).

In order to continue to provide educational programs within the public school system, resources from outside the system needed to be initiated. As scholar Rogers (1977) explained, "there is such a wealth of talent and sophistication in both the private and public sectors, that there must be ways of making the schools more effective, even within the constraints of the existing budget" (p. 2). New York City, hailed as the

cultural capital of the world, supported a school system whose instructional programs in the arts had been so greatly diminished "that it was possible for a student to go from Kindergarten through high school with no formal arts education" (Board of Education Task Force, 1991, p. 2).

Outside funding supported several programs within the school system. One program, Arts-in-General Education, was begun in 32 schools in 13 districts. This program emphasized the integration of "the arts into all learning in the school. [It] involves having artists in residence, students visiting art and cultural centers" (Rogers, 1977, p. 148) The G.A.M.E., Inc. (Growth Through Art and Museum Experience, Inc.) program was supported by many city, state, federal, and private funding agencies. This community-based art education program trained "children and teachers in basic art activities as they relate to the acquisition of primary skills in the elementary grades, including reading, writing, and arithmetic" (Rogers, 1977, p. 149). G.A.M.E., Inc. also made provisions for an after-school arts and crafts program for children and adults.

The 1976-1977 Annual Reports of Community School Districts provided the Chancellor and the Board of Education with a report on the condition of the programs offered in their district. A review of these reports included information on the music and art programs throughout the districts, which appeared to be struggling in many cases. Some districts reported that basic music instruction was available "in all the grades to the extent possible" (Division of Community School District Affairs, 1976-1977, p. II-102). Several schools enlisted the financial assistance from community organizations in funding orchestras, bands, or other aspects of a music program scrambling to survive.

Analysis

Analysis Question 1:

Through a historical review of educational perspective imbedded in State of the Union Addresses and federal education policy from the 1950's-1999, can it be determined whether or not federal policy has had an impact upon curriculum planning at the state and local level?

The economic issues looming over the nation in the 1970's affected education as a whole. There seemed to be little concern for state and local issues at the federal level. The federal government expressed anxiety over school finance and property taxes; the fiscal issues that New York City faced would alter education services in the City's schools for decades; and the state, oddly enough, was attempting to humanize the curriculum with programs that promoted the arts, humanities, and environmental awareness (New York State Education Department, 1993, p. 3).

When New York City was experiencing the height of its fiscal crisis, it turned to the federal government for help. The federal government declined the City's plea. President Ford chastised New York City for living beyond its means and offered no help. The implications of this gesture were far-reaching, and the blow that it dealt to education in the city was devastating. Recovery would be slow and painful. Curriculum would now have to be altered to fit within the parameters of the school system's shrinking budget (PSC-CUNY, 2000).

Analysis Question 2:

Was there a shift in curriculum traditions on the local level that reflected federal and/or state policy?

The budgetary constraints in the New York City school system during the 1970's reduced teaching positions, which in turn increased class size. Curriculum could no longer concern itself with the interests and needs of individual students. Although the State was reviewing curriculum, tightening requirements, and promoting the diversity of its student body and the importance of arts in education, curriculum in the city's schools was designed to meet the needs of the mainstream student body—special education and cultural programs fell to the wayside; extracurricular and co-curricular classes such as music, other arts, and athletics were cut dramatically. The city had spiraled to a no-frills, bare minimum curriculum, forced to decide what was essential in teaching and learning (Buder, 1975, p. 70).

Analysis Question 3:

Who was in charge of curricular direction during each specific time period?

Curricular choices in the city's schools during the 1970's suffered at the hands of the Mayor's budgetary discretion and the Board of Education's bureaucratic structure. However, in an attempt to fill in the educational gaps, many outside organizations in the private and public sector provided funding and initiated programs in all fields of study. The abundance of the programs also unintentionally helped dictate the curricular direction in the city's schools (Rogers, 1977, p. 2)

CHAPTER V
HISTORICAL REVIEW OF THE 1980'S

In April of 1983, A Nation At Risk was published and offered the following commentary on education in America during the 1980's:

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments (A Nation At Risk, 1983, p. 1).

Purpose of Chapter

The purpose of this chapter is to present an overview of the decade and an extensive literature review consisting of Presidential State of the Union Addresses, federal, state and local education policy, as well as the music education policy and thought pertaining to the 1980's.

Introduction

The document, *A Nation At Risk* (1983), provided the nation with indicators of the risk that pointed to the deficiencies in the educational system. The report cited the "essential raw materials needed to reform our educational system" (p. 6) and called for them to be "mobilized through effective leadership" (p. 6). The report included several recommendations for improvement of the educational system. It touted the 'Five New Basics,' which, much to the chagrin of arts educators, didn't include arts education.

Despite the concern over the decline in public education, the decade of the 1980's was touted as one of pride and prosperity. President Reagan championed a straightforward and simple political agenda that included family values, moral absolutes, an old-fashioned work ethic, as well as a return to a strong armed forces, low unemployment, and a booming economy. "Reaganomics" was considered a success; at least superficially (Britten & Mathless, 1999).

Major public health problems began to surface. Cocaine became the drug of choice, followed by a cheaper, smokable form known as crack. Cases of Acquired Immune Deficiency Syndrome (AIDS) were first reported in 1981 and by the end of the

decade, hundreds of thousands of Americans were feared to be infected with the AIDS virus (Britten & Mathless, 1999).

The Ozone layer and the Exxon Valdez were the worries on the environmental front. Two civil rights initiatives of the previous decade, busing as a way of integrating public schools and affirmative action, were opposed by Reagan. Abortion foes became known as "Pro-lifers" (Britten & Mathless, 1999).

Glasnost and Perestroika gave way to the collapse of the Berlin Wall, while in the United States, the material culture paved the way for the American Mall. In the 1980's, the computer became as common in every home as VCR's and microwave ovens (Britten & Mathless, 1999).

Education Policy of the Reagan Administration, 1981-1989

Reagan's education agenda was as straightforward and simple as his political agenda. His ideal was to "revitalize American education by setting a standard of excellence" (Reagan, 1983, p. 5). Reagan's education plan included an upgrading of the math and science curriculum, establishing education savings accounts which would encourage lower and middle-income families to save for their children's college education, tuition tax credits for parents who want to have their children attend private or religious affiliated schools, and the reinstating of voluntary school prayer (Reagan, 1983).

Reagan (1984) established a National Commission on Excellence in Education whose charge was to "help chart a commonsense course for better education" (p. 6). The result of this commonsense course was a document entitled, A Nation at Risk: The Imperative for Educational Reform. This document, which reported to the Secretary of

Education and the American people that “the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people,” (A Nation At Risk, 1983, p. 1) also provided recommendations “that can be implemented over the next several years, and that promise lasting reform” (A Nation At Risk, 1983, p. 5). Reagan claimed in his 1984 Address that schools are already reporting progress in math and reading skills since implementing the Commission’s recommendations. However, enforcing tougher standards, teaching the new basics, merit pay to reward teachers for their hard work and achievements, and tuition tax credits to create competition among schools would help to restore discipline to the schools.

In his 1985 Address, Reagan stated the nation is returning to excellence in the area of education by stressing the basics of discipline, through rigorous testing and homework, and by helping children become “computer smart” (Reagan, 1985, p. 6). This “renaissance in education” saw the highest increase in Scholastic Aptitude Test scores since 1963 (Reagan, 1986, p. 4). As Reagan indicated, the nation’s education efforts must continue to be focused on a strong curriculum, discipline, and hard work, “but the most important thing we can do is to reaffirm that control of our schools belongs to the states, local communities and, most of all, to the parents and teachers” (1988, p. 5).

Federal Policy

The economic repercussions that the nation was experiencing were presumed to have been the result of the poor health of American Education. The continued decline of the Nation’s education system would cause a loss of America’s competitive edge in the world’s market economy. The National Commission on Excellence in the Education

Report, A Nation At Risk, suggested five New Basics to be added to the curriculum of America's schools. The five New Basics included specific standards for English, Social Studies, Math, Science, and Computer Science. The Education for Economic Security Act of 1984 added new programs to the mathematics and science curricula at the elementary, secondary and post secondary levels. The Elementary and Secondary School Improvement Amendments of 1988 reauthorized through 1993 major elementary and secondary education programs including Math and Science education (Digest of Education Statistics, 2000). In that same year, the Tax Reform Technical Amendments Act authorized an Education Savings Bond for the purpose of post-secondary educational expenses (Digest of Education Statistics, 2000).

The Drug-Free Schools and Communities Act of 1986, authorized federal financial assistance in providing drug abuse education and prevention in the schools, coordinated with related community efforts (Digest of Education Statistics, 2000).

In 1981, President Reagan appointed a Presidential Task Force on the Arts and Humanities "to review the purposes, activities and records of the Arts and Humanities Endowments" (NEA, 2000, p. 33). In addition to analyzing and recommending improvements in the overall structure and management of the Endowments, the Task Force was asked to find methods for increasing private support of the arts and humanities "by finding ways to bring more non-governmental professionals, private groups and individuals in to the Endowments decision-making process" (NEA, 2000, p. 33). The Endowment's budget was cut by 10 percent the following fiscal year.

The Task Force completed its report and submitted it to the President. Upon acceptance of the report, Reagan stated:

The Endowments, which began in 1965, account for only 10 percent of the donations to the arts and scholarship. Nonetheless, they have served an important role in catalyzing additional private support, assisting excellence in arts and letters, and helping to assure the availability of arts and scholarship. (NEA, 2000, p. 32)

On June 15, 1982, President Reagan established the President's Committee on the Arts and Humanities. The purpose of this Committee was to promote recognition of excellence in the Arts and Humanities and to find ways to help stimulate private support (NEA, 2000, p. 35).

Reagan supported the work of the National Endowment for the Arts "to stimulate excellence and make art more available to more of our people," but in fiscal year 1983, the Endowment's budget was increased only slightly (NEA, 2000, p. 36). During this year, the Chairman of the Endowment for the Arts, a Reagan nominee, proposed for consideration a curriculum-based, sequential arts education program from kindergarten through grade 12. It was soon announced that by fiscal year 1988, "the Artists-in-Education Program will be broadened with the goal of encouraging serious and sequential study of the arts as part of basic education" (NEA, 2000, p. 41).

In May of 1984, President Reagan signed into law, legislation for the National Medal of Arts. This law authorized the President to award up to 12 medals a year to "individuals or groups who in the President's judgment are deserving of special recognition by reason of their outstanding contributions to the excellence, growth, support and availability of the arts in the United States" (NEA, 2000, p. 38).

In May of 1988, the Endowment published Toward Civilization, which presented the position that basic arts education “is suffering from serious neglect in the United States” (NEA, 2000, p. 43). There was concern that the national artistic heritage and its evolution are being lost to the young people of the nation.

State Policy

In 1984, the Board approved the Regents Action Plan to improve elementary and secondary education. This Plan obviously came at a time when much of the national attention was focused on standards and achievement in education. Implementation began in the 1985-86 school year and schools were evaluated on the efficiency and effectiveness of their local implementation efforts. The Action Plan updated and strengthened curriculum, increased course requirements for students and obligated them to pass additional competency tests in core subject areas (Ambach, 1987). The Board of Regents stated that the purpose of the Action Plan was to learn the methods of inquiry and knowledge through the study of languages, mathematics, the sciences, and literature, and to “use this knowledge in interdisciplinary applications” (New York State Education Department, 1993, p. 1). Students were to “acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop skills to express personal artistic talents” (New York State Education Department, 1993, p. 1). According to the Commissioner’s Report, new syllabi for music and art were developed which recognized “both appreciative and historical aspects as well as performance and activity in the disciplines” (Ambach, 1987, p. 39).

In 1982, the State Education Department published their long-range planning document that was initiated in 1979. This document, entitled A Comprehensive Plan for Arts in Education, had become the foundation on which many districts throughout the state had developed strategies for initiating arts education programs in their schools. Suburban, urban, and rural districts applied for funds to develop and coordinate curriculum, staff development, and "prototypes of student activities" (New York State Education Department, 1988, p. 3). The funds for this Arts in Education program were granted under Title IV of the Elementary and Secondary Education Act. By the mid 1980's, funding for this program was drastically reduced in the wake of federal cutbacks.

In 1976, the Regents initiated a Statewide Plan for the Development of Postsecondary Education in New York State, whose purpose was to address "the missions and objectives of higher education" in relation to the interest and needs of the citizens of the State of New York and provide "equal opportunity for postsecondary education for all New Yorkers" (New York State Education Department, 1993, p. 3)

City Policy

In the 1980's, money began to flow back into the public school system. Staffing was increased which in turn began to ease class size. The Board of Education launched new services that targeted the core curriculum and achieving high standards. As stated by Chancellor Frank Macchiarola (1982):

There is now a consensus in the school community that literacy is expected of every child, that reading, arithmetic, and writing form the core

of the curriculum, and that standards must be in place in order to measure the progress of the child and the effectiveness of the school itself. (p. 5)

Throughout the 1980's, the New York State Legislature allocated funds to the New York City School system to support programs "that lead to the improvement of pupil performance" (New York City Board of Education, 1983, p. 1323). These state incentive grants were distributed to qualifying school districts, especially cities, with a population of 125,000 or more. Each year, the funds were allocated throughout the districts to different programs and projects that would have an "impact on all of the students in our school system" (New York City Board of Education, 1985, p. 1574).

Throughout the 1980's, many arts education programs were funded by the New York State Education Department. Two districts in the City received grants for the Arts in Education program that was supported by the Education Department and funded under Title IV. District 3 and District 6 were the model sites in New York City chosen to demonstrate approaches to a "comprehensive arts in education program that affected students in kindergarten through high school, teachers, administrators, parents, and the local community" (New York State Education Department, 1988, p. 1). The Arts Connection, Inc., the New York Foundation for the Arts, and other city arts organizations also contributed to the promotion of arts education in the City's schools (Board of Education, 1985, p. 1574).

Analysis

Analysis Question 1:

Through a historical review of educational perspective imbedded in State of the Union Addresses and federal education policy from the 1950's-1999, can it be determined whether or not federal policy has had an impact upon curriculum planning at the state and local level?

The 1980's ushered in a new sense of urgency regarding the American education system. The National Commission on Excellence was established and charged with the providing the nation with an agenda for educational reform. The result of this charge was a document called A Nation At Risk, which proposed tougher standards and called for higher student achievement.

State and local governments responded with similar urgency. At the State level, the approval of the Regents Action Plan to Improve Elementary and Secondary Education in 1984 coincided with the federal government's attention to standards and achievement in education. The City's public school system also began to support programs that improved pupil performance. Although the school system was recovering from the devastation of the previous decade, the New York State Legislature provided funding and incentive grants to the City schools allowing the Board of Education to launch programs and services targeted at the core curriculum and achieving high standards (New York City Board of Education, 1985, p. 1573).

Analysis Question 2:

Was there a shift in curriculum traditions on the local level that reflected federal and/or state policy?

Throughout the 1980's, contemporary school reform efforts placed emphasis on basic skills, standards, and accountability. The application of this reformation was driven systemically by essentialist practice. The City experienced an essentialist curriculum throughout the 1970's as a result of a reduction in teaching staff and extra and co-curricular choices. The economic pressures from within the school system and local government dictated the direction of curriculum. Economic pressures from outside the education community, namely the national workforce, dictated the essentialist mode of the 1980's (Shaw, 2001, p. 2).

Analysis Question 3:

Who was in charge of curricular direction during each specific time period?

The reappearance of this educational essentialism championed by the Reagan Administration, mirrored the federal government's close involvement with curriculum during the Sputnik era. Once again, in the wake of political concerns regarding economic or security preparedness, the federal government, in its reactionary fashion, dictated the direction of curriculum by mandating a conservative course of study (Marshall, Sears & Schubert, 2000, p. 165).

CHAPTER VI

HISTORICAL REVIEW OF THE 1990'S

In his 1997 State of the Union Address, President William Clinton commented on the decade of the 90's in the following statement:

We should challenge all Americans in the arts and humanities to join with their fellow citizens to make the year 2000 a national celebration of the American spirit in every community, a celebration of our common culture in the century that is past and in the new one to come in a new millennium so that we can remain the world's beacon not only of liberty but of creativity long after the fireworks have faded (1997, p. 13).

Purpose

The purpose of this chapter is to present an overview of the decade and extensive literature review consisting of Presidential State of the Union Addresses, federal, state and local education policy, as well as the music education policy and thought pertaining to the 1990's.

Introduction

In 1992, the five-term Governor of Arkansas, William Jefferson Clinton, was elected to the office of President of the United States with only 43 percent of the popular

vote. Although incumbent George Bush enjoyed a high public approval rating after the Gulf War, voters were concerned over the \$4 trillion national debt and the eight-year high in unemployment (Somerville, 2000).

Clinton's affinity for fast food, his jogs around Washington, and his handiness with a saxophone seemed to create an appeal to the average American. He was compassionate, empathetic, and sympathetic. With the economy on the rise, and unemployment down, Clinton slid easily into a second term in the 1996 election. Yet, during his eight years in the White House, "he simultaneously reinvented the Democratic Party and besmirched the office of the president" (Somerville, 2000, p. 20).

The Internet, laptops, and cell phones changed the way America worked; SUVs, dot com, and video games altered America's playtime; and e-commerce revolutionized shopping. The disparity between rich and poor continued to grow (Somerville, 2000).

The 90s witnessed the rise of Mandela, and the fall of apartheid. America's relationship with Russia was changed under Yeltsin from Cold War to Coca Cola. Scientists cloned life on Earth and sought life on Mars. A car bomb exploded at the Federal Building in Oklahoma City and the World Trade Center in New York City. Two students went on a shooting spree in a high school in Colorado (Somerville, 2000).

As the decade drew to a close, the world prepared for a party of global proportions to usher in the new millennium. With talk of Y2K and the apocalypse, some people held their breath.

Education Policies of the Bush Administration, 1989-1993

The education policies of the Bush administration seamlessly followed the Reagan rhetoric of “excellence in education” (Bush, 1990, p. 5). Bush announced America’s education goals, which were developed in cooperation with several of the nation’s Governors, including Clinton from Arkansas. By the year 2000, every child who started school would start ready to learn; students in the United States would be first in the world in achievements in mathematics and science; the academic performance of students at the 4th, 8th, and 12th grade levels would be assessed in all critical subjects; and the high school graduation rate must be increased to 90 percent. All schools would be required to provide a drug-free, disciplined environment that fostered learning. As Bush explained in his 1990 State of the Union Address:

Education is the one investment that means more for our future because it means the most for our children. Real improvement in our schools is not simply a matter of spending more: It’s a matter of asking more—expecting more—of our schools, our teachers, of our kids, of our parents, and of ourselves (p. 4).

Bush proclaimed that these investments in education would keep America competitive. America must be the world’s leader in education, “and my America 2000 strategy will help us reach that goal... we must revolutionize America’s schools” (Bush, 1992, p. 7).

Education Policies of the Clinton Administration, 1993-1999

Clinton also called for a 21st century revolution in education. He proposed that every state should adopt high national standards and test “every 4th grader in reading and every 8th grader in math to make sure these standards are met” (Clinton, 1997, p. 6). These tests would show which students need help, the changes in teaching that need to be made, and the schools that need to improve. Schools would be held accountable to these national standards of excellence. In order “to have the best schools, we must have the best teachers” (Clinton, 1997, p. 6). Clinton also called for the continued efforts of the National Board for Professional Teaching Standards in establishing nationally accepted credentials for excellence in teaching. The Clinton administration launched the America Reads initiative, whose purpose was to utilize college students as reading tutors to help children read independently by the end of the third grade (Clinton, 1997, p. 7).

Clinton believed that parents should have the power to choose the right public school for their children. He claimed that this would “foster competition and innovation that can make public schools better” (Clinton, 1997, p. 7). Clinton advocated charter schools and called for the establishing of 3,000 of these schools by the beginning of the upcoming century. Simultaneously, Clinton included initiatives in his budget to help communities finance school construction on the “record number of school buildings falling into disrepair” (Clinton, 1997, p. 8).

The President asked Congress for support in an educational technology initiative that would connect every classroom to “the information superhighway, with computers and good software, and well-trained teachers” (Clinton, 1996, p. 6). Clinton asked

Congress to support this education technology initiative so that every classroom and library in the United States could be connected to the Internet by the year 2000.

Clinton (1996) challenged every community, every school and every state to do the following:

adopt national standards of excellence; to measure whether schools are meeting those standards; to cut bureaucratic red tape so that schools and teachers have more flexibility for grass-roots reform; and to hold them accountable for results. That's what our Goals 2000 initiative is all about (p. 6).

A White House Press Release dated June 16, 2000 outlined the leadership and commitment of the Clinton Administration to music and arts education:

1. In 1994, the Clinton Administration fought for the inclusion of strong, supportive language about the importance of arts education in the Goals 2000: Educate America Act and the reauthorization of the Elementary and Secondary Education Act, two major pieces of education legislation.
2. In 1995, the Clinton Administration created the Arts Education Partnership, A partnership among the National Endowment for the Arts, the U.S. Department of Education, and the Council of Chief State School Officers. This unprecedented coalition coordinates over 120 nonprofit arts and education organizations to promote research and advocacy on a national level and give valuable information to parents and educators about the positive effects and best practices in arts education.

3. As part of the new 21st Century Community Learning Program, the Clinton Administration encouraged after-school programs to involve students in arts activities, improving learning and keeping students safe. Under the Clinton Administration's leadership, over the last four years this program has increased from \$1 million to \$450 million.
4. In 1998, the U.S. Department of Education reinstated the arts in the National Assessment of Educational Progress and found that instruction in the arts, including music, improved student performance, supporting the premise that the arts are not just the province of a gifted few (White House Education Press Releases and Statements, 2000, p. 1).

Federal Policy

On March 31 1994, President Clinton signed into law the Goals 2000 Act. Goals 2000 provided resources to states and communities to improve their elementary and secondary education systems to ensure that all students reach their full potential. Goals 2000 established a framework in which world-class academic standards can be defined and identified; student progress can be measured; the quality of learning and teaching can be improved in the classroom and in the workplace; and students, teachers, and parents can be provided with the necessary support to meet these standards.

The Goals 2000 Act codified into law six education goals to be achieved by the year 2000:

1. All Children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.

3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civic and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
4. United States students will be the first in the world in mathematics and science achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning (Goals 2000, 1994, p. 1).

Two additional goals were added which encouraged teacher professional development and parental participation:

7. The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children (Goals 2000, 1994, p. 3).

The Act also established a National Education Standards and Improvement Council, which was the watchdog for national and state standards, assessment systems, and student performance. The movement to develop national standards, which would identify what all students should know in order to live and work successfully in the 21st century, was already underway. The National Council of Teachers of Mathematics had already established standards and the United States Department of Education was funding the development of standards for the arts, civics and government, English language arts, foreign languages, geography, history, and science (Goals 2000, 1994, p. 2). Goals 2000 also established a National Skill Standards Board to facilitate the development of occupational standards. Goals 2000 was designed to work in conjunction with the School-to-Work Opportunities Act of 1994 and in coordination with other federal and state legislation that involves restructuring, rescheduling, and rethinking educational practices (Goals 2000, 1994, p. 2).

Goals 2000 recognized the importance of arts education. Contrary to A Nation At Risk in 1983, Congress included the arts as one of the core subjects in the National Education Goals. Additionally, the Improving America's Schools Act that was also passed in 1994 states:

The Congress finds that: 1) The Arts are forms of understanding and ways of knowing that are fundamentally important to education; and 2) The Arts are important to excellent education and to effective school reform.

(Digest of Education Statistics, 2000, p. 15).

When A Nation At Risk was unveiled to the public in 1983, the arts community suffered a blow when arts education was not considered as a part of the core curriculum.

Arts educators, seeking a strategy, were told to “make noise” within the arts and education communities (MENC, 1999, p. 2). It was advised that national standards for the arts be established so as to “get the arts into accountability systems” (MENC, 1999, p.

2). The summary statement regarding the National Standards in Arts Education states:

The standards are the outcome of the education reform effort generated in the 1980's, which emerged in several states and attained nationwide visibility with the publication of A Nation At Risk in 1983. This national wake-up call was powerfully effective. Six national education goals were announced in 1990. Now there is a broad effort to describe, specifically, the knowledge and skills students must have in all subjects to fulfill their personal potential, to become productive and competitive workers in a global economy, and to take their places as adult citizens. With the passage of the Goals 2000: Educate America Act, the national goals are written into law, naming the arts as a core, academic subject as important to education as English, mathematics, history, civics and government, geography, science, and foreign language (MENC, 2000, p. 3).

In 1992, the Consortium of National Arts Education Associations, in conjunction with the National Endowment for the Arts and the United States Department of Education, secured a grant to fund the process of determining what every young American should know and be able to do in the arts. The National Standards for Arts Education was a result of this process and became a statement of what every young American should know and be able to do in the four arts disciplines of dance, music,

theatre, and the visual arts from Kindergarten through grade twelve (United States Education Department, 2000).

State Policy

The New Compact for Learning, which built upon the Action Plan of 1984, was adopted by the Regents in 1991. Its purpose was to present a “comprehensive strategy for improving public elementary, middle, and secondary education results” by the year 2000 (New York State Education Department, 1993, p. 1). Similar to the initiatives presented in Goals 2000, the New Compact for Learning stated that all children will start school ready to learn; a 90 percent graduation rate was expected; proficiency will be demonstrated in English and another language, in mathematics, in the natural and social sciences, technology, history, and in the arts and humanities. Simply stated, it was “society’s urgent need to do a better job preparing its youth for adult life” as well as preparing graduates for college and the workforce (New York State Education Department, 1993, p. 1). Furthermore, as the Policy Statements from 1991-1993 indicated:

The Problem is that...schools as we still organize and run them...[have] become obsolete... We must change the system so that we may achieve the results we need. And we are running out of time: either we will make the changes that a new century and a new era require, or we will sink into mediocrity (p. 1).

In 1996, the newly revised New York State Learning Standards for Arts Education was published. The purpose of the Standards for the Arts was to provide

schools within the state guidelines and basic structure for the creation, development, and implementation of curricula that “link instruction and assessment to the content standards” (New York State Education Department, 1996, p. v). The Standards are a reflection of the “educational goals that are common to dance, music, theatre, and the visual arts” (New York State Education Department, 1996, p. v).. Students are expected to demonstrate proficiency in each of the disciplines at the elementary level, two at the intermediate level, and one of the four disciplines at the high school level.

The Regulations of the Commissioner of Education of the State of New York identify and define the courses of arts education required of all Pre-Kindergarten through grade 12 students as set forth in the Learning Standards for the Arts (New York State Education Department, 2000, Part 100).

City Policy

Mayor Rudolph Giuliani stated in his 1995 State of the City Address that the New York City public school system is not working. His proposals to repair the school system had much to do with budget and bureaucracy; “I am supporting legislation in Albany to give control over the education budget to the mayor” (Giuliani, 1995, p. 8). Giuliani supported a system in which all the resources go to the schools who would budget independently and decide how much money should go to remediation in math and reading, increasing the graduation rate, or restoration of arts programs (Giuliani, 1996).

In Giuliani’s speech on education, “A Vision for Education,” he claimed that the current system held no one “accountable for poor test scores, inadequate security, bad food, waste and fraud” (Giuliani, 1995, p. 8). Although the Mayor asked for control over

the budget and bureaucracy, he maintained that principals in the public school system should control the curriculum; "educated professionals, together with parents, should determine the content and structure of the school day" (Guiliani, 1995, p. 8).

In 1991, Mayor of New York, David N. Dinkins wrote, "Nothing is more important to the future of New York City than providing our children with a quality education. And a quality education includes instruction in art and culture" (Dinkins, 1991, p. i). In February of 1990, Chancellor Joseph Fernandez appointed the Arts and Education Policy Task Force consisting of educators, arts administrators, artists, parents, and other concerned citizens. The responsibility of this task force was to "consider how to provide every child in this city with a quality arts education" (Dinkins, 1991, p. i). Within a year, the Task Force developed basic principles regarding the importance of the arts in education, an extensive arts education agenda, and details of the most effective way of implementation.

The study, entitled *Crisis & Opportunity*, was presented to the Chancellor and the Board of Education in 1991 with recommendations for implementing, maintaining, and expanding an arts education program in the City's public schools (Board of Education, 1991). The Task Force recommended that the Chancellor publicly state his commitment to arts education by appointing a Chief Executive for the Arts, and an Arts Advisory Council made up of representatives from within the school system and the arts community. Furthermore, it stipulated that a broad-based multicultural and interdisciplinary arts education curriculum be developed with new standards of instruction that promote sequential instruction; that professional development, parental involvement, and the assistance of government agencies, cultural institutions, and arts

education organizations be sought. Mayor Dinkins, in support of this document, concluded, "The country has always looked to New York for leadership in the arts. Now, by making the arts an integral part of the basic school curriculum, we have a chance to provide educational leadership, too" (Dinkins, 1991, p. i).

The New York City Curriculum Frameworks was released during the 1995-1996 school year. The purpose of the framework is to "guide the development of curricula, courses of study, units, lessons, and assessment instruments" (Board of Education, 1995, p. xvii), thereby establishing "student expectations that will set high standards for the school system" (Board of Education, 1995, p., xv). The Frameworks reflects the standards established by the New York State Education Department, and is organized by subject area and grade level, and includes a vision statement, introduction, instructional expectations for students, and example objectives and activities.

Analysis

Analysis Question 1:

Through a historical review of educational perspective imbedded in State of the Union Addresses and federal education policy from the 1950's-1999, can it be determined whether or not federal policy has had an impact upon curriculum planning at the state and local level?

The federal government scrambled in order to satisfy the outcry of the arts community that swelled up when A Nation At Risk did not recognize the arts in the curriculum. In an attempt to raise standards, enforce high student achievement, and acknowledge the importance of arts education in the nation's school system, the federal

government initiated the Goals 2000: Educate America Act. Contrary to A Nation At Risk, Congress included the arts as one of the core subjects.

Goals 2000 had its affect at the state and local level as well. The Board of Regents of the State of New York adopted 'The New Compact for Learning', which presented a strategy for improving public education throughout the state. It was similar in scope to the federal plan, and also included the arts as a necessary discipline. The State also revised its Standards for Arts Education and identified the courses of arts education required for all students in Pre-Kindergarten through grade 12 (New York State Education Department, 1996).

The City still struggled with achievement, assessment, and accountability as a result of budgetary and bureaucratic issues. However, it was necessary for the schools to implement standards based curricula as mandated by the State in The New Compact for Learning. In the middle 1990's, the New York City Board of Education released the document, 'Curriculum Frameworks,' which established student expectations in all subjects, including the arts, and set high standards for the school system (Board of Education, 1995).

Analysis Question 2:

Was there a shift in curriculum traditions on the local level that reflected federal and/or state policy?

By the beginning of the 1990's, the City's school system had still not recovered from the fiscal crisis of the 1970's. A quality arts education was not an integral part of the basic school curriculum. In 1991, the Arts in Education Policy Task Force presented

its findings to the Chancellor and the Board of Education, on the necessity of and procedure for implementing the arts in the basic school curriculum. This shift reflected policy at the federal and state level, which now appeared to be including the arts as part of an essentialist curriculum (The Alliance for the Arts, 1991).

Analysis Question 3:

Who was in charge of curricular direction during each specific time period?

Federal, State, and local governments mandated policies that set standards and guided the direction of curriculum to meet those standards. However, the 1980's and 1990's were overflowing with studies regarding the arts as an interdisciplinary tool to increase academic achievement, gain self-esteem, and promote multiculturalism and community involvement. Practitioners, educators, administrators, and organizations were adamant and vocal about their beliefs in a broad-based curriculum that included the arts, therefore setting the pace for the government to follow (MENC, 1999).

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to rearticulate the purpose of the study, summarize and interpret the pertinent investigative data. This chapter also presents recommendations for further research.

Purpose of the Study

The purpose of the study was to investigate the federal government's influence on education policymaking and its impact on the music education curriculum in the New York City public schools over the last 50 years. The federal government's role in education policymaking was explored in light of four traditional education philosophies—Essentialism, Perennialism, Progressivism, and Existentialism (Gross, 1998).

The Research Question

What role did the social, political, and/or economic current of the times play in the shaping of Federal education policy, which in turn influenced state and local education policy, dictating the position of music education in the New York City Public Schools?

Chapter Summaries

Summary of the 1950's

Post World War II in the education arena hinted at the progressive movement. Children were beginning to be seen as individuals and many schools began to tailor their curricula to the interests and abilities of the particular child (Keene, 1982). In 1944, the Educational Policies Commission (1944) published a book entitled Education for All American Youth. The book recommended that peacetime education should promote: "preparation for a useful occupation," "education for citizenship," and "personal development for every boy and girl" (Mark & Gary, 1992 p. 330). In 1957, Developing a Curriculum for Modern Living, appeared in the literature (Marshall, Sears & Schubert, 2000). According to scholars Marshall et al. (2000), Developing a Curriculum for Modern Living espoused that "building school curricula around ... 'persistent life situations,' ... is best accomplished when problems studied in school mirror those encountered later in life" (p. 37).

Music education, however, was in need of evaluation and reform (Keene, 1982). The music education curriculum of the 1950's did not reflect the progressivist movement that was emerging throughout the academic curriculum. As scholar Keene (1982) indicates, during the 1950's,

it was accepted that the classroom teacher would have to assist in the instruction of elementary music. Elaborate programs were outlined in the music series books to help the classroom teacher continue instruction initiated by the music specialist. If the classroom teacher could not sing adequately, a record was provided (p. 353).

This style of instruction existed in the New York City Public Schools. The Curriculum Bulletins of the 1950's and 1960's explored in this study outlined detailed music education programs that provided clear instructions for the classroom teacher to follow in the absence of the music specialist (see Chapters II and III). This type of music education program was considered successful by the standards of the respective Superintendent of Schools, but as Keene (1982) points out, "music is ultimately an art requiring a high degree of skill, not only for its execution but also for its teaching, the results achieved in this fashion were modest" (p. 353).

By the late 1950's, Sputnik was the impetus behind the major essentialist curriculum that was prominent in the education systems of the nation post 1957 and throughout the early part of the 1960's. The National Defense Education Act of 1958, placed mathematics and science in the forefront of elementary and secondary studies, as well as higher education. The result of this federally mandated focus created a shift, whether intentional or not, away from the arts and onto mathematics, science, and technology. This is made clear in the opening paragraph of the National Defense Education Act (1958):

The Congress hereby finds and declares that the security of the nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of this Nation depends upon the mastery of modern techniques developed from complex scientific principles (p. 1).

One of the most outspoken leaders in the movement to reform the educational system was Admiral Hyman Rickover of the United States Navy atomic submarine program. Rickover, who thought that Americans were "soft and undisciplined," strongly recommended that "more money be spent on education, that science and math offerings be strengthened, and that frills be eliminated from the curriculum" (Mark & Gary 1992, p. 331).

In his book, The American High School Today, Dr. James Bryant Conant, the former president of Harvard University, also "stressed stronger academic preparation" (as cited in Ibid, 1992, p. 331). Furthermore, unlike Rickover, Conant also recommended that "students study the arts as well as mathematics and science" (as cited in Ibid, 1992, p. 331).

In 1959, the American Association of School Administrators stated that a well-balanced school curriculum that included music and other arts should work "side by side with other important subjects such as mathematics, history, and science" (Mark & Gary 1992, p. 332). As the AASA explained:

It is important that pupils, as part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination those products of the mind, the voice, the hand, and the body which give dignity to the person and exalt the spirit of man. (as cited in Mark & Gary, 1992, p. 332)

If music was to be respected within the hierarchical structure of the educational pecking order, "it had to assume the mantle of an academic discipline" (Keene, 1982, p. 355).

The Music Educators National Conference (MENC) played a major role in

communicating the ideas and goals “that the profession felt responded to the needs of American society” (Keene, 1982, p. 355). However, by the late 1950’s, curriculum was organized around the appropriate subject matter and ways in which to present it. As Marshall et al. (2000) explained, “generally they ignored normative concerns about how such knowledge related to students and society, or how it might best be understood within the entire curriculum endeavor” (p. 38).

Summary of the 1960’s

The 1960’s hosted both a climb and a decline in the American educational system. Although great attention was paid to the core subjects, “the support given the arts by scientists, school administrators, and other influential people helped music retain a fairly strong place in the curriculum” (Mark & Gary, 1992, p. 333). In 1963, the National Education Association released a project report in support of the arts in the curriculum. This report stated that there should be a “fundamental understanding of the humanities and the arts, the social sciences and the natural sciences, and in literature, music, and the visual arts” (NEA, 2000, p. 3).

In 1965, the National Foundation on the Arts and Humanities Act was passed “to help create and sustain not only a climate encouraging freedom of thought, imagination, and inquiry, but also the material conditions facilitating the release of this creative talent” (NEA, 2000, p. 10). Passage of this Act, combined with “the rapidly increasing popularity of humanistic psychology and its accompanying emphases on the importance of providing students with choices, a sense of belonging, and opportunities for creative expression” dictated the curricular direction of the 60’s (Marshall et al., 2000, p. 65).

Therefore, policy in the 60's—although grounded in the remnants of post Sputnik essentialism—was moving tangentially towards existentialist philosophy, and the arts were now recognized as a viable standard of education to foster the cultural aspects of society.

During 1965, the Federal Government passed the Elementary and Secondary Education Act (ESEA), funneling over a billion dollars into schools and libraries with an emphasis on the educationally disadvantaged. As Marshall et al. (2000) explain

The ESEA signaled President Johnson's declaration of war on the culture of poverty as the white economic and political power structures of the old South crumbled and the civil rights movement migrated north and west (p. 79).

Overcoming racial and socio-economic segregation in the public schools was of primary concern in New York State and New York City. This aligned with federal legislation, as schools especially in urban areas, focused their energies on character development, health education, and social relationship building. The Superintendent of the New York City School system touted the flexibility and comprehensiveness of the system's curriculum design that met the needs of a diverse community (see Chapter III).

By the end of the 1960's, the quality of teacher education was lacking. Colleges were not equipped to handle the large numbers of teacher education students. Many potentially excellent candidates were discouraged from the profession by "the traditionally low salaries and by the inferior quality of American education" (Mark & Gary, 1992, p. 333). Emphasis was placed on satisfying the needs and interests of each student, causing a swelling in curricular offerings and an easing of many subject area

requirements. As scholars Mark & Gary (1992) explain “enrollments declined in such traditional curricular areas as math, science, English, foreign languages, classical studies, and the arts” (p. 334).

The schools were expected to be a positive force, but in New York City, the decentralization crisis, teachers’ strikes, the negative social environment of increasing drug abuse, and the injustices of racial and social inequality resulting in escalating juvenile crime, were pivotal in creating a downward spiral in the city’s education system. The 1960’s became a decade searching for an identity socially, politically, and educationally.

Summary of the 1970’s

During the 1970’s, the New York State Education Department continued to move toward an existentialist philosophy by designing a curriculum that would reflect human experience, build community, and give meaning to life for people and communities. However, the oil shortage and inflation of the 1970’s created financial priorities in places other than education. The “baby boomers” had grown and graduated, and larger schools with an abundance of teachers were no longer needed. Many schools were closed, forcing dwindling student bodies to combine in a school that remained open. Fewer schools meant fewer teachers, especially music teachers. As Michael Mark (2000) explains, “the number of music positions throughout the country began to decline” (p. 334). By the end of the decade, educational quality had been disadvantaged by the decline that had begun in the 1960’s and continued through the 1970’s due to a the severe lack of resources in that decade. It was clear that “education had sunk to such a low

level, that again, like twenty years earlier, the nation was alarmed" (Mark & Gary, 1992, p. 355).

In New York State, educational decline was exacerbated by a fiscal crisis in New York City. The crisis hit the City's recently decentralized school system particularly hard, with extensive lay-offs of newly recruited teachers (Ambach, 1987). Both the City and the State struggled with issues of survival. Attention began to focus on reining in the curriculum, establishing new standards, and developing programs to "reverse the broad decline reflected in test scores, including the college entrance examination scores" (Ambach, 1987, p. 5). In an attempt to salvage the city's educational system, money was directed towards reading, writing, and arithmetic, which now were considered to form the core curriculum (Macchiarola, 1981, p. 5). Music education and other extra co-curricular activities existed skeletally, if at all.

Summary of the 1980's

Jimmy Carter espoused the accomplishments of his administration in the education arena in his 1981 State of the Union Address. In collaboration with Congress, Carter signed into law various educational improvements. As he explained in his 1981 presidential address, the new law called for

improvements in the Elementary and Secondary Education Act, including important new programs to improve students' achievement in the basic skills and to aid school districts with exceptionally high concentrations of children from low-income families (Carter, 1981, p. 19).

This began a resurgence of the linear thinking of essentialism that was dictated by Sputnik and would be re-launched by the Reagan Administration. In 1983, the administrative presidential shift proffered four major educational goals, the first of which called for a "quality education initiative to encourage a substantial upgrading math and science" (Reagan, 1983, p. 5).

Throughout the 1980's, school accountability was spurred by the President's Report, "A Nation at Risk" (1983). This report was initiated by increasing political concerns regarding economic preparedness. Contemporary school efforts had been once again turned towards essentialism driven systems, and as money began to filter back into the New York City School system, emphasis was placed on core curriculum subjects and high standards. The emphasis on skills was systematically propelled by the national view of standards and accountability. Kenneth Strike (1997) depicts the dilemma poignantly in his paper addressing concerns about citizenry and its impact from the essentialist

curriculum tradition spearheaded by the perception of school failure by legislators. As he explains,

two major conclusions about standards driven systemic reform : (1) This picture of reform raises serious questions about liberty . It may be inconsistent with some liberty interests of students. It is likely to pose some serious questions about academic freedom and about pluralism. These concerns should make us cautious about systemic reform and should motivate us to a broader discussion of its assumptions and consequences. (2) The best defense of public sector reform efforts against their market-oriented competition is one that emphasizes the importance of political goods such as citizenship. However, standards driven reform needs to avoid linkage with any nationalistic form of communitarianism. In order to do this it needs to seek ways to balance the demands for centralized goals and an educational system with an equal concern for local democracy, pluralism and community. (Strike, 1997, p. 23)

Kelstrom (1998), in his article regarding administrative support for music education, illustrates the importance of music education as part of the curriculum because of its merits in citizenry and economics. A Nation at Risk was pivotal in shifting the curriculum from citizenry to meeting the essentialist needs of government and initiated a more controlling governmental role in policy making and curriculum planning. This shift can be evidenced through the last half of the 20th century (Parkay & Hass, 2000, p. 7).

Summary of the 1990's

The advent of the Goals 2000 Act, the National Standards in Education, the National Standards for the Arts, the New York State Learning Standards for the Arts, New York City's Curriculum Frameworks, and the Compact Learning Program, appears to make curriculum choices purely essentialist. But the curriculum traditions, as outlined in Chapter I, are redefining themselves. There are many demands being made by the public on education and the schools continue to grow as we enter the 21st century. Schools are trying to meet the needs of a multicultural society; the occupational and technological demands of business and industry in the 21st century; and the individual interests, needs, lifestyles and learning styles of the people they serve. Schools, as they are presently organized and run have become obsolete (Marshall et al., 2000). The system must be changed in order to achieve the results we need (Marshall et al., 2000). As scholar Longstreet (1993) explains,

The schools continue to be one of the first public arenas confronting the challenge of pluralism. The long period of exploding knowledge and cultural upheavals has slowly but surely become an age of pluralism, an age in which we have brought into the very fabric of our intellectual and social lives the idea that many kinds and levels of realities and beliefs exist and that they all, taken together, can yield a better quality of existence (Marshall, et al., 2000, p. 246).

American education has entered the age of pluralism.

Recommendations for Further Research

The findings in this study present several opportunities for further research and analysis. The nature of this study was to review and analyze related documentation and present it in a logical and chronological form. This study would benefit from relevant statistical analyses and comparisons of federal, state, and local reports specific to each decade. A third addition to further develop this study would involve a structured interview with educators and administrators who were involved in the New York City Public School system during specific decades. Personal perspectives from individuals formerly or presently involved in actual practice within the City's schools system would enhance the historical perspective of this study.

This study also presents a broad-stroke overview of education policy for a fifty-year period, drawing from materials and from many different sources. Further research could include review and analysis focused on a specific interval, such as a particular decade, or positioned around pertinent events, such as Sputnik, New York City budget crisis, or the release of A Nation At Risk report. An analysis of consistent documentation, similar in nature or reference, might demonstrate more efficient policy alignment or political and social thought regarding policy or curricular choices.

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APPENDICES

APPENDIX A

Listing of the Presidents of the United States

Listing of the
Presidents of the United States

Dwight David Eisenhower	1953-1961
John Fitzgerald Kennedy	1961-1963
Lyndon Baines Johnson	1963-1969
Richard Milhous Nixon	1969-1974
Gerald Rudolph Ford	1974-1977
James Earl Carter, Jr.	1977-1981
Ronald Wilson Reagan	1981-1989
George Herbert Walker Bush	1989-1993
William Jefferson Clinton	1993-2001

APPENDIX B

Listing of the Secretaries of Education in the United States Government

Secretaries of Education in the United States Government

Eisenhower Administration

Oveta Culp Hobby	1953-1955
Marion B. Folsom	1955-1958
Arthur S. Flemming	1958-1961

Kennedy Administration

Abraham A. Ribicoff	1961-1962
Anthony J. Celebrezze	1962-1963

Johnson Administration

Anthony J. Celebrezze	1963-1965
John W. Gardner	1965-1968
Wilbur J. Cohen	1968-1969

Nixon Administration

Robert H. Finch	1969-1970
Elliot L. Richardson	1970-1973
Caspar W. Weinberger	1973-1974

Ford Administration

Caspar W. Weinberger	1974-1975
F. David Mathews	1975-1977

Carter Administration

Joseph Anthony Califano	1977-1979
Shirley Mount Hufstedler	1979-1981

Reagan Administration

T.H. Bell	1981-1985
William J. Bennett	1985-1988
Lauro F. Cavazos	1988-1989

Bush Administration

Lauro F. Cavazos	1989-1991
Lamar Alexander	1991-1993

Clinton Administration

Richard W. Riley	1993-2001
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APPENDIX C

Listing of the Commissioners of Education in New York State

Commissioners of Education in New York State

James Edward Allen	1955-1969
Ewald B. Nyquist	1969-1977
Richard Ambach	1977-1987
Thomas Sobol	1987-1995
Richard P. Mills	1995-

APPENDIX D

Listing of the Mayors of New York City

Listing of the Mayors of New York City

Robert F. Wagner	1954-1965
John V.Lindsay	1966-1973
Abraham D.Beame	1974-1977
Edward I. Koch	1978-1989
David N. Dinkins	1990-1993
Rudolph W. Guiliani	1994-2001

APPENDIX E

Listing of the Superintendents of New York City Public Schools

Listing of the Superintendents of New York City Public Schools

William Jansen	September 1, 1947-August 31, 1958
John J. Theobald	September 1, 1958-October 23, 1962
Bernard E. Donovan (Acting)	October 23, 1962-April 15, 1963
Calvin E. Gross	April 15, 1963-January 1, 1965
Bernard E. Donovan (Acting)	March 4, 1965-August 31, 1965
Bernard E. Donovan	September 1, 1965-September 1, 1969
Nathan Brown (Acting)	September 1, 1969-March 1, 1970
Irving Anker (Acting)	March 1, 1970-July 22, 1970

APPENDIX F

Listing of the Chancellors of New York City Public Schools

Listing of the Chancellors of New York City Public Schools

Irving Anker (Acting)	July 22, 1970-September 1, 1970
Harvey B. Scribner	September 1, 1970-June 30, 1973
Irving Anker (Acting)	April 1, 1973-June 30, 1973
Irving Anker	July 1, 1973-June 30, 1978
Frank J. Macchiarola	July 1, 1978-February 17, 1983
Richard F. Halverson (Acting)	February 18, 1983-May 1, 1983
Anthony J. Alverado	May 2, 1983-March 25, 1984
Nathan Quinones (Acting)	March 26, 1984-May 31, 1984
Nathan Quinones	June 1, 1984-December 31, 1987
Charles I. Schonhaut (Acting)	January 1, 1988-February 26, 1988
Richard R Green	March 1, 1988-May 10, 1989
Bernard Mecklowitz (Acting)	May 10, 1989-May 22, 1989
Bernard Mecklowitz	May 22, 1989-December 31, 1989
Joseph A. Fernandez	January 1, 1990-June 30, 1993
Harvey Garner (Acting)	July 1, 1993-August 31, 1993
Ramon C. Cortines	September 13, 1993-October 13, 1995
Rudolph F. Crew	October 16, 1995-January 5, 2000
Harold O. Levy (Interim)	January 6, 2000-May 17, 2000
Harold O. Levy	May 18, 2000-