

ASSESSING THE TRAINING OF NATIONAL CERTIFICATE OF EDUCATION (NCE) MUSIC PRE-SERVICE TEACHERS AND THEIR PREPAREDNESS TOWARDS THE JOB MARKET.

Ugwu, Calista A.N

Doctoral student, Dept. of Music & Dance
University of Cape Coast, Cape Coast, Ghana.

Nwaoha, Chimaroke

Lecturer, Dept. of History
Alvan Ikoku Federal College of Education,
Owerri, Imo State, Nigeria.

Abstract

The paper examined the training of (NCE) music pre-service teachers and their preparedness towards the job market. The study was carried out in South-eastern states of Nigeria. The fulcrum of the study was on adequacy of the training of the music pre-service teachers for the job market. The study adopted a descriptive survey research design. The population of the study consist of 16 final year music NCE pre-service student from the three colleges of education in 2016/2017 academic session. The three colleges were selected purposively because they are the only college that offer music at NCE level. A twenty-item researcher developed questionnaire titled “students’ perception on the training towards preparedness for job market” was the instrument used for data collection. The instrument was validated by an expert in Measurement and Evaluation as well as two experts in Music for face validity. The internal consistency of the instrument was obtained through the use of Cronbach-Alpha which yielded a coefficient of 0.72. Frequency and percentage was used to answer the research questions one and two while thematic analysis was used to answer research question three. The findings amongst other revealed ill preparedness of the students to face the job market. The study recommends a review of the curriculum towards human and economic development. Incorporating of some courses like Music Business, Studio Management, Computer Music, Music media etcetera are imperative for acquiring entrepreneurial skills

Key words: Pre-service teachers, music, assessment, job market

Introduction

The Federal Government of Nigeria understands that the fulcrum of quality education is Teacher Education, hence it averred to the regular exposure of the teaching profession. It is stipulated in the Federal Republic of Nigeria (NPE, 2004) that the goal of teacher education in Nigeria includes, among others, “the encouragement of the spirit of enquiry and creativity in teachers, and providing them with the intellectual and professional background that will be adequate for their assignments and also make

them adaptable to changing situations.” it was further stated in Section 8B (item 74) of the policy that teacher education shall continue to take cognizance of changes in the methods and curriculum and teacher be regularly exposed to innovations in their profession” (p.37). These laudable objectives are meant to equip the teachers for the teaching profession. It is hoped that the final years’ pre-service teachers are in the best position to attest to how these objectives are being pursued.

A number of literatures have reported on teacher education. Ajayalemi (2005) worked on the “challenges of teacher education for secondary schools in Nigeria”. Fakoya (2009) investigated into “teaching profession and factors affecting teaching profession in Nigeria”. While studies like Okebukola (2010); Ololube (2006); Obioma (2013) researched particularly on the transformation measures, assessment by professional and non-professional teachers. This study however, focuses on the pre-service NCE music teachers’ assessment of their training towards their preparedness for the job market.

The pre-service teachers for this discourse are those teachers that are according to the National Commission for Colleges of Education (NCCE, 1989) that are prepared by colleges of education for the period of three years for the award of National Certificate in Education (NCE) which is the minimum qualification for entering the teaching profession in Nigeria as stipulated in the National Policy on Education (2004).

Music as was stipulated in the NCCE (1989) curriculum has six broad goals which were as followings: (i) to offer courses in African and Western European music; (ii) to produce well-qualified NCE teachers capable of teaching music at preprimary, primary, and junior secondary school levels; (iii) to produce teachers for the private sector – churches, mosques, armed forces, media houses, advertising companies, and so on; (iv) to produce NCE teachers who are prepared and are capable of benefiting from further education in music; (v) to promote cultural continuity; and (vi) to make NCE teachers acquire skills for self-reliance. A cursory look at the six objectives x-rayed three main areas which the pre-service NCE music teachers are prepared for. They are: first, to teach music, secondly, to be self-reliance or work in establishment and thirdly for further studies.

The job market within this context from the objectives supra are classroom music teachers, self-employed music practitioner and music personnel in churches or mosques. Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom (New World Encyclopedia, 2010). Teacher education is the specialized training given to would-be teachers in a formal school system, so as to equip and nurture them for the great task of teaching (Okoli, Ogbondah, & Ekpefa – Abdullah, 2015). Teacher’s education connotes process of preparing teachers for professional roles of reflective practitioners (Achuonye, 2010). Pivotal to all the reviewed concept of teacher education is the functionalism of the teacher. A teacher other than a transmitter of content information, is a reflective

practitioner that attempts to help the learner acquire skills, attitude, ideas and knowledge that will influence desirable changes in behaviour. The quality of a teacher is dependent on his or her preparation for professional role as a distinct-practitioner.

Nakpodia and Urien in Okolie, Ogbondah, and, Ekpefa-Abdullahi, (2015) intimate that teacher education is a process which nurtures prospective teachers and update qualified teacher's knowledge and skills in the form of continuous professional development. Okolie et al (2015) identified three stages of teacher education which include initial teacher education, induction and continuing professional development. The initial teacher education is provided by accredited teacher education institutions or units. Induction is the education and support given to newly qualified teacher in the first few years of teaching to help him or her develop a professional identity and further develop the basic competence not acquired during the initial teacher education in school. This is mostly done by mentoring, peer network and input from education experts. Continuing professional development has to do with in-service education for practicing teachers which include seminars, conferences and workshops.

The Federal Government towards providing the institutionalized teacher education (initial and continuing development), has charged certain institutions with some responsibilities These include:

- Faculties/Institutes of Education of Universities: train teachers for secondary (high) schools by offering Bachelor of Education degree programmes to both senior secondary school graduates and senior secondary school teachers who already have National Certificate in Education (NCE) qualifications. They also offer Masters and Doctorate degree programmes in education.
- Colleges of Education (CoE): train teachers for primary and junior secondary schools (basic education). The NCE has become the minimum qualification for entering Nigerian teaching profession. Some CoEs also offer NCE pre-primary courses in order to produce teachers for the pre-primary level of education.
- The National Teachers' Institute (NTI): was established to provide refresher and upgrading courses for practicing teachers; organize workshops, seminars and conferences as well as formulate policies and initiate programmes that would lead to improvement in the quality and content of education. Recently, the institute also embarked on the NCE programme through a Distance Learning system (DLS). It also provides training for the Pivotal Teachers Training Programme (PTTP) by means of distance learning system, which was introduced in 2002 as a means of producing teachers to fill the gap in teacher supply for the Universal Basic Education (UBE) programme.

- Schools of Education in the Polytechnics: offer diploma programmes for the production of teachers for technical and vocational colleges.
- National Mathematical Centre and the National Institute of Languages: organize specialized training in content and pedagogical skills for in-service teachers. They also develop instructional materials for use in schools.

This study focuses on the Colleges of Education as an institution that has the mandate of the Federal Government to prepare pre-service NCE teachers for the basic schools (primary I – 6 and junior secondary 1-3). The NCE programme is a 3 – year programme which covers:

- General studies (Use of English, Introduction to computers, entrepreneur, etcetera) – 14 credits/units.
- Study of the main elements of education (philosophy, sociology, psychology, theory and history of education, comparative education, school administration, classroom management, subject pedagogy, etc.) 36 credits/units.
- Studies in areas of specialization (school subjects) – 70 credits/units.
- Practice in teaching and conducting co-curricular activities (6 credits/units). Usually the teaching practice is organized for students by the 3rd year. This implies that teacher-trainees would have been exposed to two or three years of instruction in pedagogy as well as the content of their specialist areas. The duration of the teaching practice is usually twelve weeks when the trainees are posted to schools for some practical orientations in teaching. During the teaching practice, students are expected to imbibe the culture of the schools where they are posted: they are required to be in attendance every day in their assigned schools. They are also expected to substitute for the regular teacher during this period, often after orientation and supervision of the regular teachers. The principals, vice principals and regular teachers play significant roles in support of teaching practice while faculty members undertake the supervision and assessment of trainees. Students are expected to prepare lesson plans for every lesson for which they are to teach based on the format given during orientation. The lesson plans are made available to the faculty supervisor during supervision.

The faculty supervisor serves as an advisor to the student, providing support for teaching practice. She/he observes, supervises, comments on, critiques, commend the efforts of the student. During teaching practice, a student may come across a problem which she/he might decide to research on. Conducting a research project in an area of education/instructional practices (4 credits/units). On the completion of the three years programme, a student-teacher must have been exposed to 130 credits of intensive training.

Akuno (2012) carried out a study on “perceptions and reflections of music teacher education in Kenya”. His article built on enquiry aimed to discover Kenyan

music teachers' perceptions and expectations of their role; their view of the training they received; head teachers' perceptions and expectations of the role of the music teacher; and the expectations of both music teachers and head teachers of a music teacher education programme in Kenya. He sampled 16 music teachers, and 11 head teachers. His findings amongst other revealed that teachers were not adequately prepared to implement the music programmes; that the role of the music teacher covered in and out of class activities; and that the expectation could only be accomplished with proper academic and professional training.

Kuiper, Thomas, Olorisade, Adebayo, Maiyanga, and Mohammed (2008) worked on "Transforming teacher education in Nigeria: A case study of comprehensive institutional change at Oro college of Education". They reported about newly appointed teachers, who have low levels of numeracy and literacy skills as well as inadequate knowledge in their chosen areas of subject specialization. They also hinted about low quality of graduates from the teacher training colleges and universities who are joining the teaching profession is a major issue.

The issues of low quality training, low achievement, inadequate knowledge both in content and pedagogy by the teacher as spotlighted in the above citation corroborate with studies such as Okoafor, (2005); Adeogun (2006) and Adeogun, (2015). This empirical reviews are related to the present study with respect the respondents who are music teachers, but the present study focuses on music pre-service teachers in NCE level and the assessment of their training and preparedness towards the job market.

There are studies such as Ololube, (2006); Obioma, (2013) and Adeogun, (2015) that have critiqued teacher-training institutions for their inability to produce teachers who are properly grounded in pedagogy and content as well as students' inability to collaborate professionally in a working environment. Adeogun, 2015 has reported student's inability to transfer theories learnt in the colleges to classroom practice especially in practical music. Education Sector Support Programme in Nigeria (ESSPIN) Input Visit Report (2010) identified so many challenges some of which are: i) the Teacher training curriculum deficiency in fully acknowledging the new age environment in schools and classrooms in terms of constructivist learner-centered instructions and integration of technology into teaching and learning process; ii) gap between curriculum taught and the reality that exist in school. The music curriculum for instance is weighted more towards theoretical content against the practical aspect that is more emphasized at the work place. The teacher training is deemed excessively academic and remote from the real challenges confronting classrooms; iii) more emphasis on content delivery, examination and certification over real learning is another serious challenge. The system of teaching and evaluation does not allow creativity, innovation and research which are important tools for lifelong learning. Education is construed as an academic exercise that is divorced from the daily-life world of learners and obtaining education qualification at any level rely heavily on

corruptive practices; iv) Primary Education Studies (PES) is the only course in the NCE curriculum that explicitly sets out to prepare students for teaching in the primary school in an integrated and focused manner. However, only 10% of enrolment in the colleges follows (PES), while the remaining 90% offer single or double major courses. Hence, a dearth of qualified teachers at the primary school level. Others are poor preparation and recruitment of teachers, inadequate instructional facilities, most youth opting for teaching as a last resort and so forth.

The National policy for teacher education in (2007) hopes to re-orientate and restructure teacher education through the following objectives: creating adequate incentives to attract and retain capable teachers; recommended rigorous admission and graduation requirements; ensuring the equipping of teacher education institutions well both in human and material resources; 'recommending' teachers having sufficient mastery of content and varied methods of teaching that are subject-specific; ensure structured, effective and supportive supervision of teaching practice and induction as well as certification and licensing; produce adequate number of trained teacher educators capable of imparting and modelling desired knowledge, skills and attitudes; motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career; and recommend that teachers need to constantly upgrade their skills in order to remain competent and relevant. These laudable statements not doubt will tremendously improve teacher education generally but specifically, it is needful that the pre- service music teachers in training assess their training towards their preparedness for the job market.

Purpose of the study

The general purpose of the study was to assess the training of the NCE music pre-service teachers and their training in preparedness towards the job market. Specifically, the study sought to

1. to find out the preparedness of NCE music pre-service teachers for job market..
2. to ascertain the challenges pre-service music teachers face in their preparatory training for job market..
3. to suggest solutions to mitigating the challenges pre-service music teachers face in their preparatory training for job market.

Research Questions

The following research questions guided the study.

1. What is the preparedness of NCE music pre-service teachers for job market?
2. What are the challenges NCE music pre-service teachers face during their training for job market?
3. What are the suggested solutions to mitigating the challenges NCE music pre-service teachers faced during their preparatory training towards job market?

Methodology

This study was designed to assess the training of NCE music pre-service teachers and their preparedness towards the job market. The design of the study was a descriptive survey research design. The study was undertaken in south eastern states of Nigeria. The south east is made of five states comprising Enugu, Anambra, Ebonyi, Imo and Abia state. There are five colleges of education in south east. Only three colleges out of the five offer music which are Nwafor Orinzu college of education in Anambra state, Eha-Amufu college of education in Enugu state and Alvan Ikoku Federal college of education in Imo state. The total population of the colleges of education that offer music was chosen for the study because they are few in number. There are music double majors and single majors. Double major students have no subject combinations while single major students combine music with other subjects like English, Fine Arts, or any course of their choice. Owing to the few numbers of music double major students, an entire population of the final year double major pre-service (NCE) music teachers was used for this study. There were eight music double major pre-service teachers from Eha-Amufu, six from Nwafor Orinzu and five from Alvan Ikoku Federal college of education. The instrument for data collection was a questionnaire with open ended questions. A draft of the questionnaire was validated by two experts in music, and one expert in measurement and evaluation. Their comments and the suggestions they proffered were affected in the revision of the instrument. The instrument consisted of twenty item questions to be responded to using a 4 point Likert-type scale of Strongly Agreed (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1 with open ended questions. The benchmark percent is 50%. Responses from 50% and above were considered accepted responses while those below were considered rejected response. The internal consistency of the instrument was obtained through the use of Cronbach-Alpha which yielded a coefficient of 0.72. The data collected were used in answering the research questions.

The method of data analysis was frequency and percentage for research questions one and two and thematic analysis was used to answer research question three.

Results

The results are hereunder presented in tables according to the research questions.

Research Question 2: what is the preparedness of the NCE music pre-service teachers for the job market?

Table 1: Preparedness of the NCE music pre- service teachers for the job market

S/N	Items	Frequencies		Percentage		Remarks
		Agreed= SA+A	Disagreed= SD+D	Agreed= SA+A	Disagreed= SD+D	
1	I enjoy my training as a music teacher.	4	12	25	75	Rejected
2	I would love to	10	6	62.5	37.5	Accepted

	have studied art music instead of music education.					
3	My training equipped me well for music performance.	4	12	25	75	Rejected
4	I can competently teach music without further studies	4	12	25	75	Rejected
5	I can organize school band and choir efficiently	5	11	31.3	68.7	Rejected
6	By my training I would not be able to accompany hymn in my church.	11	5	68.7	31.3	Accepted
7	I can competently handle music activities if I am engaged as a music director	4	12	25	75	Rejected
8	The training would produce more theorists.	10	6	62.5	37.5	Accepted
9	The training will prepare students more for further studies than for the job market.	11	5	68.7	31.3	Accepted

The Table 1 above reveals the responses of pre-service NCE music teachers' assessment of their training in their preparedness to face the job market. The responses showed a poor assessment of the training by the pre-service NCE music teachers ranging from the greater number of the respondents preferring music art to music education. Incompetency of the training, theoretical nature of the programme and many of them agreed being prepared for further studies instead of going into the classroom or picking other music related jobs.

Research Question 2: what are the challenges NCE music pre-service teachers faced preparatory training for the job market?

Table 2: Challenges faced by NCE music pre-service teachers during their preparatory training.

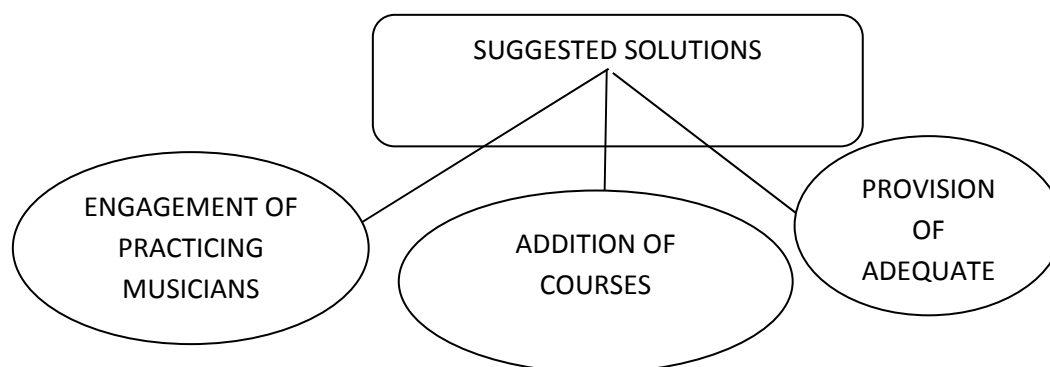
S/N	Items	Frequencies		Percentage		Remarks
		Agreed= SA+A	Disagree= SD+D	Agreed= SA+A	Disagree= SD+D	
10	The music students were regarded as less important than other students.	14	2	87.5	12.5	Accepted
11	The departments were well equipped.	2	14	12.5	87.5	Rejected
12	The programme is more practical oriented.	5	11	25	75	Rejected
13	The teaching method is student centered.	7	9	43.7	56.3	Rejected
14	Students' creativity is sacrificed to the theoretical nature of the curriculum.	11	5	75	25	Accepted
15	Education courses inhibited musical learning as less time is left for rehearsals.	11	5	75	25	Accepted
16	The teaching practice period is too short.	7	9	43.7	56.3	Accepted
17	There were enough lecturers for instruction.	6	10	37.5	62.5	Rejected
18	The duration of the training is not short.	11	5	75	25	Accepted
19	There were short supply of music textbook.	14	2	87.5	12.5	Accepted
20	Most of the students have their own instrument.	6	10	37.5	62.5	Rejected

In Table 2, the data collected showed some of the challenges encountered by the pre-service NCE music teachers during the course of their training. According to the

result, all the items except item18 posed challenges to the students' learning ranging from the negative attitude to music, inadequate equipping of the departments, theoretical nature of the curriculum and others.

Research Question 3: Suggested solutions to mitigating the challenges faced by NCE music pre-service teachers in their preparatory training.

The following themes that arose from the open batteries were:



Engagement of Practicing Musicians: 80% of the respondents suggested making their training more practical oriented. A respondent opined that their training be more practical oriented and that performing musicians should be engaged, especially towards handling some of the newly suggested courses like music marketing, studio management and so forth.

Addition of Courses: 70% of the respondents suggested an addition of courses like “computer music”; music technology”; “indigenous African music”; “popular music”; “music studio, recording technology”; “studio engineering”. Admission problem was also identified as a challenge.

Provision of Adequate Facilities: Over 90% of the respondents highlighted the need for the provision of musical facilities like studios, musical instruments, repair of dilapidated piano cubicles, adequate practicing rooms, classrooms and so forth. A respondent observed that “the departments should be well equipped and the students should try to own at least one musical instrument especially their principal instrument”

Discussion of findings

Tables 1 shows the position of the students about their training towards their preparedness for the job market. This study revealed 75% agreement of the respondents that the training of the NCE music pre-service teachers did not prepare them competently for the job market. This concurs to studies such as Okebukola (2010); National Teacher Education Policy (2007); Kuiper, Thomas, Olorisade, Adebayo,

Maiyanga, & Mohammed, (2008) and Obioma (2013) that reported on students incompetency in their job areas.

The goals of NCE music education curriculum though six but thorough scrutiny of the goals will reveal two broad goals which are to prepare students for job and further studies. This study intimates that majority of the students are prepared for further studies (68.8%) thereby concurring with Adeogun, (2006)'s finding. In addition, Obioma (2013) has hinted about the unemployment problem of people that graduate from NCE programme that has made greater majority of them to take to furthering their studies so they can get job with higher qualifications.

Table 2 reveals the challenges the pre-service NCE music teachers encountered in the course of their training. These challenges like inadequate equipping of the music department, teacher centered instruction method no doubt might have resulted to the sacrifice of the students' creativity. The theoretically based content of music curriculum, methodology and students' incompetence has been critiqued by Nigerian music scholars such as Nzewi, (1988); Onyiuke, (2005); Adedeji, (2011) and Olorunsogo (2011) hence things have not significantly changed for the better as identified by this study.

The prospects suggested by the students amongst other includes making their instruction more practical, engaging practicing musicians for instruction, reviewing the entry requirement into music department to be more on music expertise and aptitude order than only on paper qualification (Olorunsogo, 2011; Onyuike, 2005). Inclusion of courses like business music, studio management, music computer and so forth were also advocated. Pegging admission into music on paper qualification majorly is not ideal rather room should be made for music aficionados (Reimer, 2009). This is imperative because there are many practicing musicians already that would want to come to the college to acquire the formal music education and they should not be denied.

Conclusion

The study concludes by proposing the review of the music NCE per-service teachers' curriculum to include those courses that enhance entrepreneur skill acquisition and including music as a General Studies course towards equipping all the students with these skills. Another proposition of this study is that the NCE pre-service teachers are prepared to teach in the Basic Schools, hence their training should expose them to verities of ways for acquiring musical knowledge so that the children they would be teaching can enjoy music at this level of education towards acquiring the human well-beingness that accrues from music study especially their indigenous music. The import of the proffered two polar training is for human and economic development towards functionalism within or outside the classrooms. import

Recommendations

- The NCE music curriculum should be reviewed so that the content should be practically oriented and admission process should be reviewed to include music enthusiasts.
- The inclusion of courses that are entrepreneurial skills based so that the students can be self-reliant is very crucial especially at the absence of teaching employment.
- The training should emphasize the human beingness of music and more so the indigenous music of the students.

References

- Achuonye, K.A. (2010). Teacher education in E.E. Adiele, M.B. Leigha and L.N. Abraham (Eds) *introduction to teaching profession*, Port Harcourt: Harey Publications Company.
- Adedeji, F. (2011). School music education in Nigeria: Meki Nzewi method in Onyuike, Idampyibo, Agu (eds) *Mekism and knowledge sharing of the musical arts of Africa*. Nimbo: Rex Charles & Patricks.
- Adeogun, O.A. (2006). Music education in Nigeria, 1842-2001 content and policy evaluation, towards a new dispensation. Unpublished Ph.D Thesis, University of Pretoria, South Africa.
- Adeogun, O.A. (2015). Reconceptualizing the Music Teacher Education Curriculum for the Colleges of Education in Nigeria. *SAGE*.
- Adeyemi, T.O. (2011). Demand and supply of qualified teaching manpower in secondary school in Ekiti State Nigeria. *Current Research Journal of Social Science* 3(4), 284-292.
- Akuno, E.A (2012). Perceptions and reflections of music teachers in Kenya. *International Journal of music education* 30 (3), 272-291 SAGE.
- Ajeyalemi, D. (2005) *challenges of teacher education for secondary schools in Nigeria*. A paper presented at a 2- day National Workshop on the Counting Crisis of Secondary School Education in Nigeria: Confronting Old and New Challenges. Abuja. September 13 – 14.
- ESSPIN, Nigeria (2010). *Transformation of Teacher Education: Interim Report*, May 2010.
- Fakoya, O. (2009). *Teaching profession & factors affecting teaching profession in Nigeria*. A TEE 403 report. University of Ibadan.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos, Nigeria: Federal Ministry of Education.
- Federal Ministry of Education, (2007). *National Teacher Education Policy*. Abuja: Federal Ministry Education.
- Kuiper, J., Thomas, H., Olorisade, G.O. Adebayo, T.A., Maiyanga, A. & Mohammed, A. (2008). Transforming Teacher education in Nigeria: A case study of

- comprehensive institutional college at Oro College Of Education.
<http://www.education.up.ac.za/de/eng/deta/presentations/word/Kuiper.pdf>
- National Commission for colleges of Education (2002): Minimum Standards. Kaduna: NCCE.
- Nzewi, M (1988). State of literary music in Nigeria: A review. *Nigerian Magazine*, 56(3&4), 5-24
- Obioma, G. (2013). Transforming teacher education and development for global competitiveness. Paper presented at the 25th Convocation of Alvan Ikoku Federal College of Education. Owerri, Imo State.
- Okafor, R.C. (2005). *music in Nigerian society*. New Generation Books: Enugu.
- Okebukola, P. (2010). Fifty years of high education in Nigeria: trends in quality assurance. *International conference contributions of Nigeria university to the 50th independence anniversary of Nigeria*. 27-29 September, 2010.
- Okolie, N.J., Ogbondah, L. & Ekpefa-Abdullahi, J.Y (2015). Preparing teachers for the contemporary Nigeria. *Journal of education and practice*. 6 (14),129-134.
- Ololube, N.P. (2006). Teachers instructional material utilization competence in secondary schools in Sub-Sahara Africa: professional and non-professional teachers' perspectives. *Conference proceedings of the 16th international educational technology conference EMU* 19-21 April, 2006 North Cyprus.
- Olorunsogo, I.A.O (2011). Curriculum challenges for schools in Africa musical arts: a thot for Nigeria music scholars. In Onyuike, Idamoyibo, Agu (eds) *Mekism and knowledge sharing of the musical arts of Africa*. Anambra: RexCharles & Patricks Ltd.
- Onyuike, Y.S. (2005). Music education, music curriculum and national development. *Awka Journal of research in Music and the Arts*.8, 101-114.
- Reimer, B (2009). *Seeking the Significance of Music Education: Essays and Reflections*. MENC. The National Association for Music Education: United Kingdom.