

**Reading and Writing the Pedagogy of the Renaissance:
Students, Teachers, and Materials of Musical Learning, 1470-1650**

NEH-sponsored conference, June 2nd to June 5th, 2005

Johns Hopkins University, Baltimore, Maryland

To: Conference Participants
From: Conference Organizers (Susan Weiss, Cynthia Cyrus, Russell Murray)
Date: 3 January 2004
Re: Conference guidelines

Greetings, and thank you for being “on board” with June’s upcoming conference. We have recently completed and posted an introduction for the conference which can be found at the conference website, <http://www.peabody.jhu.edu/renaissance>. We hope that you will find some of the overview useful for framing your own discussions as you prepare for the **May 2nd, 2005** submission of text for your session chair and session respondent.

In particular, we have crafted a series of questions that we hope will be of use as you decide what portions of your research might best suit the audience of the conference. These are found early in the introduction, and are shared here for your convenience. Please note that we do not assume that every paper will answer all of these questions; they are merely intellectual guides to the kinds of questions that we hope the conference will begin to answer.

Who are the teachers and learners? How does their identity shape the choices they made about musical learning?

What was learned? In part, this involves fitting the act of learning into the broader context of music and music-making in the Renaissance. It may also involve comparisons to other repertoires or even other kinds of pedagogical endeavors of the time.

When was music learned? While this in part connects with the question of where music was learned, it also suggests the need to understand its cultural place (was music learning a professional or amateur activity) and its place within the life-span of the learners.

Where was music learned? Besides the physical locations associated with the formal and informal institutions of learning, we need to address the cultural locations of class and gender.

How was music learned? What were the pedagogical methods? How did they parallel and/or depart from those of other disciplines? How much variation was there in the accepted methods of teaching?

Why was music learned? What were the motivations of the learners and the teachers? How was their activity supported and encouraged by the institutions and social structures of the time? What was the value of music learning in the culture?

A reminder regarding length: conference papers are expected to be 20 minutes, with an additional 10 minutes budgeted for questions. We ask participants to bring a minimum of 75 copies of each handout. If you have not already request A-V material, please call Susan Weiss immediately; late requests may not be able to be accommodated.

For those authors who anticipate submitting their resultant articles for consideration in the volume of selected essays to be submitted to Indiana University press, we ask that you adopt citation procedures of the *Chicago Manual of Style*, 15th edition with long-form footnotes placed at the end of the document.

Articles should be 25-35 pages double-spaced, and should be submitted directly to Russell Murray, preferably at the conference but certainly no later than June 30th 2005 to meet the pre-arranged (and NEH-determined) deadline for peer review. Postal submissions can be sent to

Russell E. Murray, Jr.
Co-Director, NEH Musical Pedagogy Seminar
Department of Music
University of Delaware
Newark, DE 19716

In addition, as most of you know, we are now in the process of gathering bibliography for a key-word searchable web-bibliography that will provide access to the bibliographic materials relevant to musical education of 1450-1650. You, our authors, are the best resource for bibliographic information. We ask that you consider submitting your personal bibliography on musical pedagogy (and on pedagogy at large) for inclusion in this database.

As with any bibliography, we intend to include secondary literature of all sorts. Given the burgeoning interest in this topic, however, we will also provide web publication of any ancillary materials that you can provide. Translated extracts from treatises and other documents, references to biographical events or to educational institutions, and data of other sorts is of interest to us. Please discuss any materials that you are willing to make public with Cynthia Cyrus, who is designing and facilitating this portion of the endeavor.

For the moment, secondary bibliographic citations and primary source materials in Word, Word-Perfect, and End-Note formats are supported easily; other formats can probably be decoded. Bibliographic entries and your suggestions regarding scope or content can be submitted to Cynthia.cyrus@vanderbilt.edu; if a telephone call will help, she can be reached at 615-322-7693. Paper copies can be sent via FAX to 615-343-0324.

Thanks again for your participation in what we hope will be an exciting and productive experience. We look forward to hearing from you.