

Letter to the Editor

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that the only thing an English major does for a grade is write poetry. Any English major would be outraged by the previous statement. There is analysis, writing technique, compositional style, and in-depth exploration of literary work after literary work that must be investigated by any student in any English class. In the same way, our music grades are based on our analysis of the music, an understanding of techniques used by the composer, a comprehension of the style of the music, and exploration of musical works from different style periods. But you say, a music major has been studying music for such a long time, naturally her grades will be higher. Haven't we all been writing English compositions since the second grade? Why don't we look upon the English or history or mathematics majors in the same way? We have all studied history, math, and English since grade school, but why is here a double standard for pre-collegiate music study? Don't students with majors other than music have an advantage because they were drilled on their subjects every day in school, while we attended music lessons only one a week?

In addition to the numerous pieces we must analyze, familiarize, and then perform, we are required every week to attend a one hour repertoire class and a one hour student recital for which we receive no credit. We also must attend a minimum of fifteen recitals per semester (not including the student recitals). The vocalists are required to assemble a notebook containing the literal translations of their foreign language pieces, as well as a phonetic transcription of every piece they are studying. This notebook also contains recital critiques, vocal exercises, and background information on their particular pieces and the composers of these pieces. Every music major is graded on the academia of the music as much as she is graded on her performance (if not more so).

But even performance is only a small part of what we music majors study. We study the theory of music and compose our own pieces using techniques we have learned from out

study; we investigate harmonics and the overtone series, but most importantly, we learn the history of music. Our music history courses relate music of a specific period to art, history, philosophy, dance, theater, religion, math, politics, geography, psychology, sociology, and foreign language. Anyone who has taken a modern Western Civilizations course has studied Napoleon; but was there any mention of the fact that the German composer Ludwig von Beethoven thought of Napoleon as a hero, standing for the ideals and values of enlightenment of France? Beethoven dedicated his third symphony to Napoleon, only to scratch out the dedication on the title page of the symphony when Napoleon declared himself emperor. This example is one of many which illustrates the countless influences of different areas of study on music.

In closing, I would like to comment that I am outraged and personally offended that certain professors who do not even know me are openly accusing me and my fellow majors of unsatisfactory work. This accusation is unjustifiable and based on a great many misconceptions about the study of music. Apparently we music majors have been taught a lesson that is not taught in any other classroom on this campus: all majors are valid and none should be criticized.

Submitted by Heidi Williams

Award/scholarship recipients named

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Ernest F. Canaday Mathematics Scholarship Award
Mary Dana Morrill

Senior Writing Center Tutor Award
Cynthia Moseley Green
Murial C. King

Hall of Fame Awards in Business and Economics
Kelly Holton
Kimberly Howerton
Martha Inscore
Marlene Markley
Melissa McDowell
Christine Parsons
Elizabeth Stilwell
Delean Thomason
Aimee Trout
Jane Braxton

Wall Street Journal Student Achievement Award
Lib by Stucky

Lois E. Frazier Academic Performance and Achievement Award
Kelley Holton

WINGS Academic Award
Jacqueline Hooper
Billie Stewart

Anne C. Dahle Scholarship
Jamie O'Briant

Roger H. Crook Scholarship
Evelyn Grandis

Rebecca Jean Morris Lewis
Kelly Briley

Ellen Amanda Rumley Scholarship
Jennifer Pittman

Outstanding Senior in Psychology Award
Leigh Kielwein

Dix Community Service Award
Amanda Adkerson
Elizabeth Ray

Psi Awards for Outstanding Contributions in Psychology
Carrie Curlee
Traci Herrick

Billie Stewart
Mercedes Taliano

Sarah Lemmon Achievement Award
Joanna Grant

Phi Alpha Theta Scholarship Award
Leisa Perry

Phi Alpha Theta Outstanding Member Award
Sandra Blythe

Outstanding Freshman in French
Allison Sindelir

Outstanding Student of French Award
Sharon Howerton

Outstanding Student of German Award
Amy Bond

Outstanding Student of Latin Award
Lynne Lombardo-Schefers

Outstanding Student of Italian Award
Elizabeth McEvoy

Outstanding Student of Spanish Award
Paige Rouse

Outstanding Freshman in Spanish Award
Lori Elliott

Outstanding Student in Art Award
Tonya Hill

Theodore Presser Scholarship Award
Carole Daughtry

Jerry E. McGee Award for the Outstanding Student in Theatre
Christa Phillips

Social Work Professional Development Award
Tonya Townsend

Physical Education and Dance
Kimberly Weisenborn
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