

**Music: Vocation vs. Avocation;
Limiting of Music Study as a Trade vs. Accessibility to Public; Employment Issues (Part III)**

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Parts I and II emphasized many issues with the study of music as a vocation. This part examines the value of music as an avocation. To what extent is the study of music to be valued for its worth as education and enjoyment? An advisory paper issued by the National Association of Schools of Music recognizes the need to promote the education of music in both respects:

We must recognize and support the role of music in leisure and entertainment, while asserting that music merits study as purposeful as that accorded to science, mathematics, history, English, or foreign languages. To imply that music is not as challenging or important as these fields is to undermine the argument that music study deserves substantial investments of time and money. (p. 14)

Thus music here is presented as a subject in the humanities that has value due to the enhancement it brings to people's lives and education. The advisory paper continues with an exploration of aspects in which music can be valued:

- 1) enhancing creativity and personal development;
- 2) as a means of experiencing professional artistry;
- 3) for entertainment;
- 4) for competition (and growth through competition);
- 5) as a platform for technology and technique;
- 6) as a discipline in the humanities;
- 7) for cultural pluralism;
- 8) multidisciplinary arts education;
- 9) and political action.

Do you find these arguments convincing? Which, if any, do you find most important?