

JJ: If there is one idea that sums up the concept and benefits of your program, could you share that with us?

RUTGERS: Every student is treated as a creative individual and is taught to identify and broaden this talent in a non-linear way by seasoned professional educator/performers. Styles are taught as a vehicle to creativity and their unique qualities are identified, emphasized, and nurtured. Students are exposed to performance opportunities, which season them to handle the pressure of the New York and World Jazz stage.

SAN DIEGO STATE UNIVERSITY

Rick Helzer, Associate Director of Jazz Studies

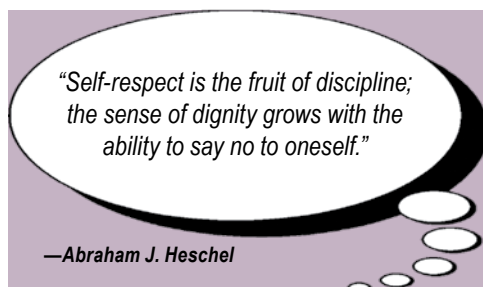
JJ: What are some of the distinguishing characteristics of your jazz program?

SDSU: The diversity of professional experience, music interests and educational backgrounds and philosophies that the full time and studio faculty bring to the table represents one of the core strengths of the jazz studies program at SDSU. Through the unified vision of the faculty we provide for our students a wide range of educational opportunities in jazz performance, from Ellington to John Zorn and beyond. Additionally we offer an intensive four-semester study of jazz theory and its creative application, along with two semesters of jazz arranging and composition and two semesters of jazz history.

JJ: What qualities must students have to succeed in your program and, eventually, in their careers?

SDSU: Passion, perseverance, sacrifice and striving for excellence, along with a dedication to finding an individual voice, are foremost for a student to succeed in our program. Even though ours is a jazz studies performance program, our educational philosophy has a clearly articulated expectation that our students be literate. By definition, this is an inclusive musical literacy, given the innumerable hybrids that constitute contemporary and improvised music. It has been my personal experience and observation that jazz musicians are some of the most literate and adaptable in the professional music world and this most certainly includes graduates of our program.

JJ: What is your foundational concept for motivating and inspiring students?



“We are in a world that doesn’t often take the time to come out and hear live music. Students have to be realistic and have clear goals about their art form and how to make a life for themselves and include this music. It is also about being a versatile musician and person so one can work in any musical situation and be a good reliable person to hire and work with.” – Terrell Stafford

SDSU: One of the most important things I personally try to ask most, if not all our students, is what got them into jazz. Almost universally, they tell me they fell in love with it because the first time they heard the music of a particular jazz artist, it literally changed their lives. At SDSU we are committed to nurturing and advancing that passion for the music.

TEMPLE UNIVERSITY

Terrell Stafford, Director



JJ: What are some of the distinguishing characteristics of your jazz program?

TEMPLE: We have an incredible faculty culminating from the Philadelphia and New York areas. There are a total of seven-

teen ensembles of various styles and sizes. Primary faculty members teach all private lessons and students can choose the teacher they desire to study with.

JJ: What qualities must students have to succeed in your program, and eventually in their careers?

TEMPLE: Students must possess a strong desire to learn and have an attitude of humility.

JJ: What is your foundational concept for motivating and inspiring students?

TEMPLE: We encourage all faculty members to maintain an active performing career, which gives the students an opportunity to see their teachers “in action.” Faculty members also bring back stories and experiences from the road/performances that are inspiring and motivational.

JJ: How do you enlighten students about bridging the gap between the academic environment and the real world where competition, earning a living and other things impact artistic pursuits?

TEMPLE: Different local clubs welcome the Temple students and provide a professional atmosphere and experience for the students to get out and put their acquired academic knowledge to work. Students also team together and attend professional venues in Philadelphia and New York to hear many accomplished jazz musicians perform.

JJ: What are some of the challenges that students are facing and how does your program help them overcome and grow from these?

TEMPLE: We are in a world that doesn’t often take the time to come out and hear live music. Students have to be realistic and have clear goals about their art form and how to make a life for themselves and include this music. It is also about being a versatile musician and person so one can work in any musical situation and be a good reliable person to hire and work with.

JJ: If there is one idea that sums up the concept and benefits of your program, could you share that with us?

TEMPLE: Camaraderie!! Temple is a breeding ground of teaching, learning, sharing and friendship. Faculty and students share mutual respect and trust for one another, which elevate the aforementioned qualities.

UNIVERSITY OF LOUISVILLE

Mike Tracy, Director

JJ: What are some of the distinguishing characteristics of your jazz program?

UofL: The Jazz Studies Program at the University of Louisville is a young program which has accomplished what other more established ones aspire to attain. Being young, our degrees and course offerings are focused toward the needs of today’s student. Named for master educator and publisher Jamey Aebersold, UofL has been the home of the Jamey Aebersold Summer Jazz Workshop for more than thirty years. Our program was modeled on the concept of where all students are encouraged to grow as improvisers in all ensembles, large and small, and in lessons and related jazz classes. Students not only study with a distinguished faculty but have worked closely and played alongside such jazz masters as Dave Brubeck, Elvin Jones, Michael Brecker, Ray Brown, Billy Taylor,

Wynton Marsalis, Paquito D’Rivera, Slide Hampton, McCoy Tyner, and many more. Visiting in 2009/2010 will be Toots Theilmanns, Kenny Werner, and Houston Person to name a few. International relationships are also an integral part of the program with exchanges currently in places with schools and institutions in Argentina, Australia, Brazil, England, Poland and Russia with initiatives being developed in Ecuador. In addition, the IASJ