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studio policy of the instructor, a wide range of age groups is possible. In the past, great strides have been made in creating pedagogical materials for the young piano students and for adult students. The author of this

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teaching project has discovered that the most difficult ages to teach are the pre-adolescents and teenagers; unfortunately there seems to be few teaching materials specifically designed for these age groups. In the author's experience,

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these are the musical "at-risk" ages, the years when there are frequent drop-outs from music lessons. In creating this research and teaching project, the author developed ten lesson plans that focus on these "at-risk" students.

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adapted their studio  
practices to the  
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This study is  
specific to female  
piano teachers who  
(a) taught piano  
lessons between of  
January 1, 1970,  
and December 31,  
1979, and were  
between eighteen  
and forty years of



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age during the decade, or (b) taught piano lessons between January 1, 2000, and December 31, 2009, and were between eighteen and forty years of age during the decade. The study includes, but is not limited to, the

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following:  
demographics of  
teachers and their  
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changes within the  
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Comparisons were

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made in thirteen areas. Significant similarities were in the areas of student demographics and repertoire. The average student of both generations was female and between eight and ten years of age. Teachers from both generations

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incorporated a  
through mixture of  
repertoire from all  
musical periods and  
did not intentionally  
incorporate music  
by women  
composers.

Although there were  
similarities between  
the generations,  
there were  
significant

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differences in education, professional involvement, teaching methods, and lessons and rates. When the two generations were compared, the younger generation possessed half as many bachelor's degrees in piano as

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the older generation  
did in the 1970s.

During their  
respective decades,  
the older generation  
taught six to ten  
students weekly,  
while the average  
teacher of the  
younger generation  
taught one to five  
students weekly.

The older

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generation charged \$2.00 more for private thirty-minute lessons than the younger generation, but the younger generation charged about \$2.50 more for forty-five-minute lessons and about \$4.00 more for hour lessons.

Approximately one-

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fifth of the older generation adapted to the twenty-first century through the use of websites.

The older generation's use of computer programs, keyboards, and MIDI disks exhibited elements of modernization. Each generation favored



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a different published teaching method. Because the younger generation had not yet incorporated transposition, composition, and creative exercises into their lessons, the older generation reflected a more comprehensive

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approach to teaching. A majority of the older teachers indicated they were not the sole provider for themselves or their families.

Approximately 47% of the younger teachers were not the sole financial providers for themselves or their

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families. When both generations were between eighteen and forty years of age, twice as many teachers of the older generation had the responsibility of children who lived with them.

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*Valery Lloyd-Watts studied at the Conservatory of Music in Toronto and the Royal College of Music in London. She earned a Master of Music degree from the University of Wisconsin, where*



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