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**Author(s):** Manny Brand

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# Jailbreak, Anyone?

## Editorial by Manny Brand

*Southwest Texas State University*


**W**hen I was an undergraduate at Florida State University, I remember philosophizing with fellow music education majors. With lava lamps and black lights as backdrops and dorm-delivered cold pizza for sustenance, I like to think we music education majors of the 1960s had a special time sharing visions and developing insights, even if our only teaching experiences were limited to observing our own high school directors and taking a couple of music education methods classes.

Imagine, in just a few hours we easily solved—at least for the moment—professional issues which go unsolved today: the importance of music education; meaning in/of music; problems of marching bands; role of rock, ethnic, and contemporary music; comprehensive musicianship; composition and creativity; effective music teaching; real music versus school music; and general music content and materials. These were wonderfully rich times, for we discussed, debated, questioned, and, of course, challenged our professors, which was the most fun. For me, reading this issue brought back these good memories—without the sniffles or burning eyes from the incense.

After graduation, I guess one settles (sometimes too easily) into “adult life,” with its easy passage to complacency, boredom, and professional rigidity.

Frankly, we are all too prone to ride out our professional careers on undemanding habits and contented opinions. Unfortunately, intellectual comfort is addictive and can be a form of imprisonment. Jailbreak, anyone?

If you seek cognitive tranquility, quickly close the cover of this issue—it can still be placed on a coffee table to impress your friends. If, however, you long for a return to the intellectual stimulation of an earlier time, if you long for the joys of contemplation, if you wish to rediscover intellectual inquiry, and, finally, if you tire of the lure of the quick solutions for seemingly pragmatic problems, this issue will be read and shared with others. It is a treasure.

Far more than a series of philosophical musings by inwardly directed professors, this issue of *TQ* represents the accumulated insights of some of our most cogent and punditic members of our profession. But the road to deeper intellectual inquiry about us as musicians and educators and the meaning of our work is not easy. As evidenced in this issue, there are legitimate clashes of views and intellectual conflicts as each author, sustaining curiosity and sense of wonder, breaks from the intellectual prison. Above all, these authors care, take risks, and reach out to *TQ* readers, all to help us sustain our feelings of intellectual wonderment. Now if I can only find those old sitar music albums. 

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*Manny Brand is Professor and Chair, Department of Music, Southwest Texas State University, San Marcos, Texas.*

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