Abstract:

The introduction of instrumental class pedagogy into the public school systems of the early-Twentieth Century elicited a surge of pedagogical innovation and experimentation from music educators around the nation. Dr. Harvey Samuel Whistler, Jr., a classically trained violinist, helped to develop this transitional movement as an instrumental pedagogue and researcher. Best known today for his homogeneous and chamber methods, Whistler left a legacy comprised of more than 150 methods, compositions, arrangements and other music publications. Findings suggest that Whistler’s pedagogical works were influential primarily because of their well-structured retrospective curricula and versatility. Many of these works continue to influence young musicians to this day. Whistler’s research efforts offer an historical perspective on early- to mid-Twentieth Century music educational and psychological trends, controversies, and methods.