

THE WISE VILLAGE MUSIC PROGRAM IN STANTON, KENTUCKY:
A CASE STUDY OF THE VILLAGE THAT SUSTAINED IT

A Dissertation

by

LISA ADKINS RUNNER

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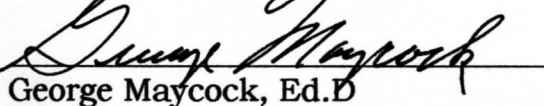
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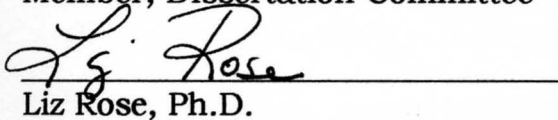
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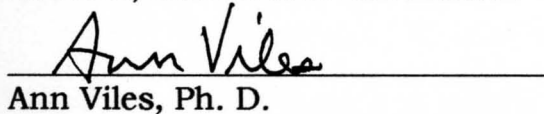
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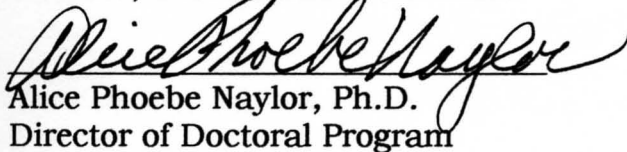
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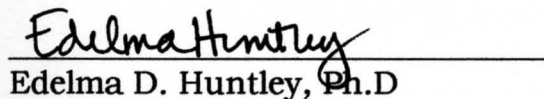
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ABSTRACT

THE WISE VILLAGE MUSIC PROGRAM IN STANTON, KENTUCKY: A CASE STUDY OF THE VILLAGE THAT SUSTAINED IT (August, 2005)

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This case study addressed the question “What are the leadership, organization, and community factors that have enabled Stanton Elementary School in Powell County, Kentucky to initiate and sustain an innovative after-school program?” The Wise Village Pickers, the focus of the study, includes children ages 5 through 13 who rehearse after school, an average of one rehearsal a week. The group performs traditional Appalachian and bluegrass music; students sing and accompany themselves on traditional instruments such as guitar, banjo, mandolin, fiddle, and/or upright bass.

The Wise Village was established to increase parental and community involvement at the elementary school and to incorporate parents' interests in preserving traditional local culture. The program provided many opportunities to increase community participation in the school.

Sixteen interviews were conducted over a nineteen-month period with individuals who were closely associated with the Wise Village throughout its history; all interviews were tape recorded and transcribed by the researcher. Additional data sources included onsite visits, video and audiotapes, and printed publications. Constant comparison and induction were used to analyze data throughout the study.

Theories of social capital, diffusion of innovation, new science of leadership and organizations, and sustainability served as lenses for examination of the Wise Village program. The case study confirms the validity of each theory and serves as a pristine example of how an innovation is sustained. Findings revealed that a number of factors influenced the sustainability of this innovative program, among which was program compatibility with community needs and resources, supportive social networks that served as a village of its own, and the influence of a dynamic leader who effectively communicated a guiding vision grounded in theory.

Study recommendations for elementary music educators include increased class time for mastery of folk songs and development of socially constructed music programs such as the Wise Village.