THE ROLE OF THE MUSICIAN/TEACHER

* To express hospitality on behalf of all the congregation's liturgical leaders. Since music is often the first thing people engage in a worship service, it is important to get off on the right foot, so to speak. Using music that is unfamiliar requires advanced planning as to where it should go in the service and how it will be introduced to the congregation. The latter must be done in an inviting, encouraging way, carefully and lovingly so as to give people a sense of comfort in the learning process. Also, unfamiliar music should as much as possible be surrounded by lots of familiar music within the service so that the congregation can gain confidence from what it does know to try what it does not know.

* To encourage interest in the music to be learned.

* To provide a "preview" (during the teaching-learning session) of the satisfying experience (rare in our culture) of singing together.

* To make available the information that people need in order to participate in congregational music.

* To help people fulfill their genuine need to learn new music
  
  • for refreshment
  
  • to experience the fresh outpourings of the Spirit expressed in recent compositions
  
  • to learn music which is valued and sung by Christians in a wide variety of national, ethnic, and denominational groups.

* To enable the congregation to sing music which is too complex to "pick up" at first hearing, but which is well within their ability to sing.

We are not responsible stewards of the full range of the possibilities of sung prayer if we limit the church's song only to those compositions which are easily learned.