

# THE EDUCATION OF A CONCERT-GOER



HOMER ULRICH

# Education Of A Concert Goer The

**Homer Ulrich**



## Education Of A Concert Goer The:

**The Education of a Concert-Goer** Homer Ulrich,1978-02-24     The Education of a Music Lover Edward Dickinson,1911     **Studies in Musical Education, History, and Aesthetics** Music Teachers National Association,1919  
*Studies in Musical Education, History & Aesthetics* ,1917     Music Education Michael Mark,2013-02-11 Music Education Source Readings from Ancient Greece to Today is a collection of thematically organized essays that illuminate the importance of music education to individuals communities and nations The fourth edition has been expanded to address the significant societal changes that have occurred since the publication of the last edition with a greater focus on current readings in government philosophy psychology curriculum sociology and advocacy This comprehensive text remains an essential reference for music educators today demonstrating the value and support of their profession in the societies in which they live     A Traveler's Education William Guy,2001-07-12 A Travelers Education is a collection of essays which in the manner of 19th century writers like James and Ruskin reflect the authors intense hunger of the eye his relish of the unpredictability of travel and of the unexpected ways in which it changes ones store of life experience The education which this book describes has taken place in the jungle villages of Honduras around the banquet table of a Palladian villa in the Veneto in Italy among the ghosts of Berlin within the opera houses of Europe amid the stony rubbish of Israel and elsewhere  
*Musical Essays in Art, Culture, Education* ,1902     **Education** ,1911     **Resources in Education** ,1995-04  
*International Handbook of Research in Arts Education* Liora Bresler,2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme     **Milestones in Music Education** Clint Randles,2023-12-07 In ten concise chapters Milestones in Music Education introduces the key developments and issues that have shaped the field of music education Designed for undergraduate students each chapter of the book is written by a different expert bringing together many leading voices in the field The ten chosen milestones represent breakthroughs in the field of music education that are relevant to today s educators and enable teachers to understand the issues that have shaped the teaching of music over time Topics covered include the origins of music education as a school subject the impact of changing technology the

roles of popular music and notation and racial justice in the music classroom Featuring action suggestions and discussion questions in each chapter this accessible book provides students with a foundation in the history and context of music education and prepares them to engage with the social and philosophical aspects of teaching music as forward thinking educators Milestones are a range of accessible textbooks breaking down the need to know moments in the social cultural political and artistic development of foundational subject areas This book is ideal for undergraduate courses in music education

Education and Schooling W. Kenneth Richmond, 2018-12-17 In the early 1970s the crisis in schools particularly in urban areas had escalated At the same time a number of writers had advocated either the abolition or the recasting of the school system as a whole The late Kenneth Richmond saw these phenomena as symptoms of a struggle towards a much needed new theory and practice of education Increasingly he felt it is realised that a schooled society is not synonymous with an educative society and that learning which stops at the age of sixteen and which makes the learner the submissive receiver of instruction and training is simply inadequate in an age of technology The generative theory of education outlined in this book originally published in 1975 would conceive of the learner as the controlling agent in a network of educational resources and of education as a lifelong process Learning can no longer be confined within the frames and classifications imposed upon it by traditional pedagogy Recent research evidence indicates that the importance attached to formal schooling is greatly exaggerated and that the financial and other resources devoted to the expansion of so called educational services are largely wasted There is a need the author stresses for a much wider definition of education one that would recognise the validity of the numerous skills acquired outside the classroom at home in the peer group at the work place and would deliberately foster a school without walls policy whereby community institutions and organizations could be used as learning environments Only by taking steps in this direction he believes can we overcome the apparently intractable problems of the schools today

**Humane Music Education for the Common Good** Iris M. Yob, Estelle R. Jorgensen, 2020-03-17 Why teach music Who deserves a music education Can making and learning about music serve the common good A collection of essays considers the answers In Humane Music Education for the Common Good scholars and educators from around the world offer unique responses to the recent UNESCO report titled Rethinking Education Toward the Common Good This report suggests how through purpose policy and pedagogy education can and must respond to the challenges of our day in ways that respect and nurture all members of the human family The contributors use this report as a framework to explore the implications and complexities that it raises The book begins with analytical reflections on the report and then explores pedagogical case studies and practical models of music education that address social justice inclusion individual nurturance and active involvement in the greater public welfare The collection concludes by looking to the future asking what more should be considered and exploring how these ideals can be even more fully realized This volume boldly expands the boundaries of the UNESCO report to reveal new ways to think about be invested in and use music

education as a center for social change both today and going forward

**Principles of Musical Education** James Lockhart Mursell, 1927

**The Politics of Education** Frank MacKinnon, 1960-12-15 This book is a stimulating vigorous study of the public school system by an eminent Canadian political scientist and educator Dr Frank MacKinnon examines the roles of politicians officials trustees and others who today wield the power in education and discusses the effect of their administration on the schools the teachers and the curriculum Dr MacKinnon advocates strongly taking the politics out of education and delegating more responsibility and freedom to the schools and to the teachers Only by this means he feels can education become sufficiently effective in a democratic society and in a challenging and uncertain world The kind of changes to the administration of schools and in the status and functions of teachers required to bring about improvement have long since been made Dr MacKinnon holds in other governmental activities and in other professions The changes he recommends will he suggests provide better educational facilities for the country as a whole and better schooling for a larger number of children Dr MacKinnon has taught in both high school and university and as principal he has administered every level from grade one to the second year of university including normal school He has thus dealt with pupils of all ages and experienced a wide range of educational administration He has served on many educational boards and committees From this extensive background he draws many telling examples and anecdotes that will strike home His comments and suggestions made to provoke discussion and encourage improvement will be of interest to members of provincial and municipal governments school boards administrators and teachers and all citizens concerned about the education of young people Although Dr MacKinnon hits hard he does so not just to break down existing institutions but because he has strong faith in the capacities of children and teachers He covets for the latter a place of dignity and respect and for the former an opportunity to develop individual character and initiative He is in fact a believer in education

*Philosophy Science & Higher Education (Ppr)*

Mason Welch Gross, Mason W Gross the sixteenth president of Rutgers University was a unique man who left his imprint on the university During his presidency Rutgers expanded from a student body of 18 000 to 30 000 the budget grew from 18 million to 68 million an enormous construction program enhanced and enlarged the campuses at Newark New Brunswick and Camden and new professional schools were founded In effect Gross presided over the transformation of Rutgers from a private university rooted in the colonial past to one of the largest state universities in the post industrial present Yet Gross was a relaxed and much admired leader whose tenure spawned excellence in research coupled with civility in relations among students faculty and administrators The speeches of Mason W Gross are of more than ordinary interest and merit for two reasons One is that he wrote them all himself Woodrow Wilson was the last president of the United States who had no speechwriter While this is less frequently characteristic of college presidents it is a growing phenomenon The second reason for the unique quality of his speeches is that Gross was essentially a teacher and student of philosophy He was only incidentally an administrator a title he disliked as being akin to bureaucrat The addresses selected for this volume were

culled from some three hundred that were delivered between 1949 and 1971 The speeches were chosen to reflect diverse themes and occasions Their subjects range from ideas on education to thoughts about urban planning and the occasions from commencement addresses to appearances before national organizations Effortlessly urbane and civilized always gracious and courteous Mason W Gross was a teacher and philosopher a democrat and an aristocrat In his new introduction Irving Louis Horowitz traces the philosophical sources of Mason Gross thought as well as his practical implementation of those influences Richard P McCormick was professor of history at Rutgers University from 1948 to 1982 He is the author of *The Presidential Game The Origins of American Presidential Politics* and *The Second American Party System Party Formation in the Jacksonian Era* Richard Schlatter now deceased was professor of history at Rutgers University and served as provost of the university under Mason Gross Irving Louis Horowitz is Hannah Arendt Distinguished Professor Emeritus of Sociology and Political Science at Rutgers The State University of New Jersey and chairman and editorial director of Transaction Publishers His books include *Radicalism and the Revolt Against Reason* and *Taking Lives Genocide and State Power* Music and the Higher Education Edward Dickinson,1915 **The Routledge Companion to Creativities in Music Education** Clint Randles,Pamela Burnard,2022-12-30 Viewing the plurality of creativity in music as being of paramount importance to the field of music education The Routledge Companion to Creativities in Music Education provides a wide ranging survey of practice and research perspectives Bringing together philosophical and applied foundations this volume draws together an array of international contributors including leading and emerging scholars to illuminate the multiple forms creativity can take in the music classroom and how new insights from research can inform pedagogical approaches In over 50 chapters it addresses theory practice research change initiatives community and broadening perspectives A vital resource for music education researchers practitioners and students this volume helps advance the discourse on creativities in music education The Educational Times and Education Outlook ,1925 *Who's who in Music Education* Edwin Ninyon Chaloner Barnes,1925

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