

References and Further Reading

In-service teachers have to “come to grips” with whatever topic most challenges their ‘comfort levels’ of both curriculum and teaching. Both challenges should, in any case, be traits of a professional approach to teaching music as praxis—improving conditions of *phronēsis*. And remember, teaching as praxis for music as praxis requires practice and remaining updated. The following identifies useful readings for in-service and doctoral candidates. Entries marked with * are suitable for interested pre-service readers and ** indicates readings especially relevant to this monograph.

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