Contents

Contributors ix

1. Introduction 3
Wayne Bowman and Ana Lucía Frega

SECTION I THE NATURE AND VALUE OF PHILOSOPHICAL INQUIRY IN MUSIC EDUCATION

2. What Should the Music Education Profession Expect of Philosophy? 17
Wayne Bowman and Ana Lucía Frega
3. Rethinking Philosophy, Re-Viewing Musical-Emotional Experiences 37
David J. Elliott and Marissa Silverman
4. Voicing *Imbas:* Performing a Philosophy of Music Education 63
Helen Phelan
5. Philosophy of Music Education as Art of Life: A Deweyan View 86
Lauri Väkevä
6. Uncomfortable with Immanence: The Nature and Value of Music and Music Education as Singular or Supplemental 111
Bennett Reimer

SECTION II THE NATURE AND VALUES OF MUSIC

7. Learning to Live Music: Musical Education as the Cultivation of a Relationship between Self and Sound 131
Randall Pabich
8. The Grain of the Music: Does Music Education "Mean" Something in Japan? 147
Tadahiko Imada
9. Musical Education: From Identity to Becoming 163
Michael Szekely
10. Teaching Practices in Persian Art Music 180
Erum Naqvi

11. Understanding Music's Therapeutic Efficacy: Implications for Music Education 192
Diane Thram

SECTION III THE AIMS OF EDUCATION

12. The Impossible Profession 213
Chris Higgins
13. Education in Latin American Music Schools: A Philosophical Perspective 231
Luis Alfonso Estrada Rodríguez
14. Must Music Education Have an Aim? 249
V. A. Howard
15. Cultivating Virtuous Character: The Chinese Traditional Perspective of Music Education 263
Yuhwen Wang
16. Ethical Dimensions of School-Based Music Education 284
Thomas A. Regelski

SECTION IV PHILOSOPHICAL INQUIRY DIRECTED TO CURRICULAR AND INSTRUCTIONAL CONCERNS

17. Engaging Student Ownership of Musical Ideas 307
Harold Fiske
18. Understanding Music as the Philosophical Focus of Music Education 328
Keith Swanwick
19. Musical Heuristics: Contributions to the Understanding of Musical Creative Processes 346
Ricardo Mandolini
20. Nurturing the Songcatchers: Philosophical Issues in the Teaching of Music Composition 367
John Kratus
21. Avoiding the Dangers of Postmodern Nihilist Curricula in Music Education 386
Robert Walker

SECTION V CHALLENGES TO PHILOSOPHICAL PRACTICE IN MUSIC EDUCATION

22. Good for What, Good for Whom?: Decolonizing Music Education Philosophies 409
Deborah Bradley
23. Place, Music Education, and the Practice and Pedagogy of Philosophy 434
Sandra Stauffer

24. On Informalities in Music Education 453
Estelle R. Jorgensen

25. Music Education for "All My Relations" 472
Charlene A. Morton

SECTION VI AFTERWORD

26. But Is It Philosophy? 495
Wayne Bowman and Ana Lucia Frega

Index 509