CONTENTS

Acknowledgements ix	
About the Companion Website	хi

١.	Investigating	the	Impact	of I	Music	Education	3

- 1.1 Whose Story? Defining and Interpreting MusicalLife Histories 3
- 1.2 Aims, Scope, and Limitations 6
- 1.3 Approaches to Data Collection and Analysis 9
- 1.4 Existing Research on Musical Life Histories 15
- 1.5 Global Perspectives on Music Education 20
- 1.6 Structures and Voices in This Book 23

Interlude A 25

Interlude B 28

- 2. Learning across Generations: Musical Childhoods in 20th-Century Britain 31
 - 2.1 Lifelong Learning: A Reasonable Aim for Music Education? 31
 - 2.2 Life Histories in Context: British Music Education in the 20th Century 34
 - 2.3 Generational Trends in Formative Musical Experiences 36
 - 2.3.1 1930s-1950s: Gramophones, Piano Lessons, and School Assemblies 37

- 2.3.2 1960s-1970s: Encouragement and Independence 41
- 2.3.3 1980s-1990s: Musical Pluralism and Exploration 45
- 2.4 Historical Trends, Current Debates 47
 - 2.4.1 Classroom Music 47
 - 2.4.2 Music Outside the Classroom 48
 - 2.4.3 Teacher and Parent Attitudes 49
 - 2.4.4 Music in the Home 49
 - 2.4.5 Lifelong Learning and Involvement 50
- Interlude C
- Interlude D 53
- 3. Locations for Musical Learning 56
 - 3.1 Where Musical Learning Happens 56
 - 3.2 The Characteristics of Supportive Musical Environments 60
 - 3.3 Extracurricular Music-Making 64
 - 3.4 Musical Self-Education 72
 - 3.5 An Italian Perspective: Music as Specialist Education 75
 - 3.6 Summary: Situated Learning for Music 82
 - Interlude E 84
 - Interlude F 86
- 4. Inspiring, Affirming, Challenging: Significant People in Musical Learning 89
 - 4.1 What Makes a Memorable Classroom Music Teacher? 89
 - 4.2 Instrumental Teachers as Mentors 92
 - 4.3 Parents as Role Models and Mentors 96
 - 4.4 Siblings, Extended Family, and Friendships as Sources of Musical Learning 105
 - 4.5 Learning from Learning: Becoming Teachers and Parents 110

	4.6	Summary	: Musical Supporters and Role Models	114				
	Inte	rlude G	116					
	Inte	rlude H	119					
5	5. Opportunities and Outcomes in Lifelong Musical Engagement 122							
	5.1 Musical Routes and Roots 122							
	5.2 Becoming Music Educators 127							
	5.3 Becoming Music-Makers 134							
5.4 Becoming Adult Learners 140								
	5.5	Becoming	Listeners and Concert-Goers 145					
	5.6	Summary	: Foundations for Lifelong					
		Musical Ir	nvolvement 149					
	Inte	rlude I 1	52					
	Inter	rlude J 1	56					
6.	6. Rhetoric and Reality: The Real Impact of Music Education 159							
	6.1	Overview:	Learning from Life Histories 159					
	6.2	Historical	Rhetoric and Remembered Reality 160)				
	6.3	Contempo	orary Rhetoric and Future Opportunities	166				
	6.4	Summary: Learning	Relevance and Timelessness in Musica	l				
		Leaning	'75					
Interlude K 178								
Interlude L 180								
7.	Cha	nces, Cho	pices, and Conclusions 184					
	7.1	Chances a	nd Choices in Musical Education 184					
	7.2	The Useful	Iness of Life History Approaches 190					
	7.3	Recommer	ndations and Future Directions 195					
Postlude 199 Glossary 203								

7.

References 205 Index 217