

**LISTENING LESSONS
IN MUSIC, GRADED
FOR SCHOOLS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649636648

Listening Lessons in Music, Graded for Schools by Agnes Moore Fryberger & Osbourne McConathy

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AGNES MOORE FRYBERGER & OSBOURNE MCCONATHY

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Dedication

TO BOYS AND GIRLS IN THE PUBLIC SCHOOLS
WHO HAVE ENCOURAGED THESE LESSONS
THIS LITTLE BOOK IS FONDLY
DEDICATED

FOREWORD

THE subject of appreciation is the latest phase of public school music to command attention, and while a few cities have given it a definite place in the course of study, ideas concerning its application to the classroom are more or less vague.

Any kind of music lesson is incomplete if æsthetic consideration is omitted. There are many ways of bringing the subject to the class: through suitable textbook material, through the contributing influences of visiting artists, and through the use of the phonograph and player piano (the latter, however, not as yet practicable in grades because of its expense).

The subject is easily presented by means of the phonograph. The kind of phonograph is of small consequence, providing it can render a good quality of tone and is easily operated.

The essential requirements of the record are that it should possess tone quality worthy of imitation and should be fitted for educational purposes.

The kinds of compositions to be used, and the psychology upon which such compositions are graded

for school lessons, and the method of presentation, fill the purpose of this little book.

It is the outgrowth of experience and contains no theoretical material.

Its inspiration has come from the children's responsiveness to the subject.

It is published with the hope of being helpful to the busy teacher.

Acknowledgment is made to many critics whose writings on the appreciative side of music have furnished delightful reading as well as profitable reference. Gratitude is publicly expressed to the Parent-Teacher Association of the Douglas School, through whose generosity was created the circulating library of educational records in the Minneapolis Public Schools. The material assistance of Professor Osbourne McConathy in the preparation of this little volume is gratefully acknowledged. His advice and criticisms, coming from his sympathetic interest and broad experience, have been deeply appreciated.

THE AUTHOR.

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