

to be found in rule and precept, admonition and administration" (Dewey, pg. 349).

A student who appreciates music and can interpret for himself why he likes or dislikes a particular composer, performance or composition has attained the artistic experience. The music educator who has broadened his student's understanding of this process, has accomplished much more than passing knowledge about technical skill or theoretical analysis; he has assisted in giving birth to an independent thinker who can take his love for music to any level he wishes. Therefore the purpose of the art of music remains what it is: an intangible element of life that is representative of one's most inner thoughts, feelings, experiences and is set free for others to perceive, relate and appreciate as it may or may not elicit a new experience for themselves.

To conclude, when the art of music is placed into an academic realm, it cannot help but lose its humanistic quality. It becomes a subject rather than a mode of expression, while becoming deeply analytical and scientific, especially in the arena of theory and analysis, solfeggio and musicology. The applied lesson becomes one of performing correct notes, proper tone, stylistic phrasing and preparation for auditions. Thus music slowly becomes less of an art form, and more of a science. Therefore Dewey's philosophy, when enacted with this intense curriculum of study, enables one to separate music from its academic surroundings and reminds us all that "science states meanings; art expresses them" (Dewey, pg. 84).

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sacred

music

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choir

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