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Díaz Gómez, Maravillas (UPV/EHU. Dpto. de Dtca. de la Expresión Musical. Ramón y Cajal, 72. 48014 Bilbao): **La International Society for Music Education: una importante apuesta por la educación musical** (The International Society for Music Education: an important initiative in musical education) (Orig. es)

In: *Musiker*. 14, 5-14

Abstract: ISME is the only entity in the world that has been recognised by UNESCO in the field of musical education. It deals with all matters related with the teaching of music and with the training and perfecting of teachers in their specialities. National initiatives ascribed to ISME share the same criteria of commitment with music and musical educators.

Key Words: Music. Education. Cultures. Diversity. Commitment.

Sabbatella, Patricia L. (Univ. de Cádiz. Fac. de CC. de la Educación. Dpto. de Dtca. de la Educación Física, Plástica y Musical. Campus Univ. de Puerto Real. 11519 Puerto Real): **La dimensión transnacional de la Educación: El espacio europeo de educación superior y los estudios musicales en España** (The Transnational perspective of Education: The European Higher Education Area and music studies in Spain) (Orig. es.)

In: *Musiker*. 14, 15-33

Abstract: The article describes the aspects involved in the relationships within the European Space for Higher Education and the role of university exchange programs by analysing the situation of higher music education and their possibilities of adapting to the ESHE. It ends by representing the initiatives in terms of university exchange programs that are carried out in the University of Cádiz

Key Words: Musical training. University exchange. Student mobility. European Space for Higher Education. Latin American Space for Higher Education. Socrates program. Seneca program. Inter-university cooperation program.

Elizasu Lasa, Imanol (Eusko Ikaskuntza. Miramar Jauregia. Miraconcha, 48. 20007 Donostia/San Sebastián): **Situación actual del mundo coral infantil en el País Vasco** (Current situation of the choral field in The Basque Country) (Orig. es)

In: *Musiker*. 14, 35-46

Abstract: This work covers the legal framework in which the Conservatories and Music Schools in the Basque Autonomous Community are run, and then compares that legal framework with reality, by means of an opinion poll. The work of Choir Federation is highlighted, together with the need for more coordination between entities in order to attribute more importance to vocal training

Key Words: Children's choirs. Vocal training. Conservatory. Music School. Choir Federation.

Goldaracena Asa, Arturo (Univ. Pública de Navarra. Dpto. de Psicología y Pedagogía. Campus Arrosadía. 31006 Pamplona/Iruña): **La Educación Musical en Navarra en el siglo XIX: Las primeras escuelas municipales de música** (Musical Education in 19th century Navarre: the first municipal music schools) (Orig. es)

In: *Musiker*. 14, 47-77

Abstract: This work includes an analysis of the state of musical education in Navarre in the first half of the 19th century. This is an analysis from social, cultural and educational aspects that converge in the creation of the municipal schools of Tafalla and Pamplona in 1842 and 1858 respectively. These were the first centres of the province destined to musical teaching, and sustained by public funds.

Key Words: Music. Education. School. History. Iruña (Pamplona). Navarre. Public. 19th century. Tafalla.

Ibarretxe Txakartegi, Gotzon (UPV/EHU. Escuela Univ. de Magisterio. Ramón y Cajal, 72. 48014 Bilbao); **Vergara Sola, Ana Belén** (Univ. Pública de Navarra. Dpto. de Psicología y Pedagogía. Campus Arrosadía. 31006 Pamplona/Iruña): **Presencia y tratamiento de las diversas culturas musicales en los libros de texto de educación primaria: el caso navarro** (Presence and treatment of diverse cultures in primary education textbooks: the Navarran case) (Orig. es)

In: *Musiker*. 14, 79-99

Abstract: Nowadays, the teaching and learning of the traditional repertoire is mainly carried out through textbooks and within school activities. Traditional music occupies a privileged place along with 'classical' music, as regards its presence in textbooks in primary education. However, the introduction of modern popular music is rather scarce in classroom activities, and the teaching materials do not offer too many possibilities.

Key Words: Key Words: Music education. Primary education. Musical cultures. Textbooks. Navarre.

Camara Izagirre, Aintzane (UPV/EHU. Dpto. de Didáctica de la Expresión Musical, Plástica y Corporal. Ramón y Cajal, 72. 48014 Bilbao): **Actitudes de los niños y las niñas hacia el canto** (Attitudes of boys and girls towards singing) (Orig. es)

In: *Musiker*. 14, 101-119

Singing is indispensable in children's musical and general education. However, there is a dichotomy between the music at school and the music they consume outside it. This study shows some results of research on ten-year-old children's attitudes towards singing in the Basque Autonomous Community.

Key Words: Musical education. Attitudes. Children's repertoire. Singing activities. Didactic resources.

Arriaga Sanz, Cristina (Escuela de Magisterio. Ramón y Cajal, 72. 48014 Bilbao): **Conexión entre los intereses musicales del alumnado y profesorado en primaria: datos para un acercamiento** (Connection between the musical interests of pupils and teachers in primary education: data for an approach) (Orig. es)

In: *Musiker*. 14, 121-145

Abstract: The object of this research is to study the relationship between the syllabus designed by the Primary Musical Education teachers and the interests, habits and tastes of the students. For this purpose, interviews were carried out with the teachers in four schools and their classes were taped. Two questionnaires were handed out to the students. Later, similarities and differences were established between the data gathered.

Key Words: Musical education. Primary education. Syllabus. Interests of the students. Students' tastes.

Díaz Mohedo, M^a Teresa (Univ. de Granada. Fac. de CC. de la Educación. Campus de Cartuja, s/n. 18071 Granada): **Género y Educación Musical. Implicaciones para la formación de profesorado** (Gender and Musical Education. Implications for the training of teachers) (Orig. es)

In: *Musiker*. 14, 147-157

Abstract: The educational context intervenes in the perpetuation of the gender policy and contributes to the construction of identities that are marked by gender. The inclusion of coeducational reflection in the training of teachers is essential to overcome sexist stereotypes and to define better the professional performance of teachers.

Key Words: Gender. Musical education. Teachers' training.

Loizaga Cano, María (Eusko Ikaskuntza. M^a Díaz de Haro, 11-1. 48013 Bilbao): **Los Estudios de Género en la Educación Musical. Revisión crítica** (Gender Studies in Musical Education. Critical review) (Orig. es)

In: *Musiker*. 14, 159-172

Abstract: In Musical Education gender bias is still a strong influence, and this is a situation that forces us to make another interpretation of its discourse. This article shows the contributions of gender studies in Musical Education, from their more general bases to the main lines of research.

Key Words: Gender. Education. Feminism. Women in music.

Aróstegui Plaza, José Luis (Univ. de Granada. Fac. de CC. de la Educación. Campus de Cartuja, s/n. 18071 Granada): **Las Tecnologías de la Información y la Comunicación en el Aula de Música** (Information and Communication Technologies at the Music Classroom) (Orig. es)

In: *Musiker*. 14, 173-189

Abstract: This article approaches new technologies in musical education from a contextual perspective reference both to computers and audiovisual means available. The conclusion at the end is that teaching with such resources cannot be limited to the manipulation by students of these instruments but that the message that is sent through such means should also be understood.

Key Words: New technologies. Information and Communication Technologies. Audiovisual means. Musical education.

Rusinek Milner, Gabriel (Univ. Complutense de Madrid. Fac. de Educación. Dpto. de Expresión Musical y Corporal. Rector Royo Villanova, s/n. Ciudad Univ. 28040 Madrid): **La composición en el aula de secundaria** (Composing in a secondary school) (Orig. es)

In: *Musiker*. 14, 191-208

Abstract: Composition at school is both a learning procedure and a growing field for the study of intuitive musical knowledge and social interaction between children and teenagers. Research is introduced in this article with secondary school students, amongst whom various forms of creative collaboration are shown, the comprehension of which can contribute to improving the strategies of musical education.

Key Words: Music. Composition. Learning. Cooperative.

Etcharry, Stéphan (18, Boulevard Sout. Escalier, 4. F-75012 Paris): **Henri Collet (1885-1951) et la musique basque** (Henri Collet (1885-1951) and Basque Music) (Orig. fr)

In: *Musiker*. 14, 209-238

Abstract: The French composer and musicographer Henri Collet (1885-1951) became an ambassador of both Spanish and Basque music in his conferences and articles. At the same time he also proposed arrangements of melodies that originated in folklore and became the the spokesman for his new generation of 19th and 20th century composers.

Key Words: Henri Collet. Basque Popular Music. Basque folklore. Basque composers (late 19th – early 20th centuries).

Zudaire Huarte, Claudio (Colegio de Capuchinos. 31795 Lecaroz): **Organerías IX. Provisión de Organista en Urnieta (s. XVIII-XIX)** (Organ works IX. Provision for an Organ player in Urnieta (18th - 19th centuries)) (Orig. es)

In: *Musiker*. 14, 239-256

The *Concordia de Urnieta* is first published for the benefit of an organist. This is a great step forward, tantamount to one century's work, with respect to what had already been published on the knowledge of the organ and organists. A report by organists Amezua and Ugarte is included on the state of the organ and the repairs it needs. This is perhaps Urnieta's first organ.

Key Words: Concord. Urnieta. Sacristán-Organ player. Organ repairs.