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INDIAN MUSIC
and
SUGGESTIONS FOR ITS USE IN THE TEACHING OF
SOCIAL STUDIES

A THESIS
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by
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PREFACE

In preparing this paper, the author provides the teacher with general information about the music of the United States Indian. She offers two specific case studies for examination, namely the Navahe and the Cheyenne, showing the attitudes of the two different groups and how music affected the behavioristic patterns of each of their particular cultures. She then gives suggestions for the use of this material in a social studies program, and supplies additional data as an aid for further research.

A literary survey in the realm of Indian music, folklore and anthropology furnished the basis for the method used in obtaining the material herein presented. The department of music of the New York City Library, the Museum of Natural History, and the Museum of the American Indian Heye Foundation in New York City, are the repositories of many of the facts which she culled for this paper.

The author drew on her extensive experience in the field of music, both as a concert artist and a public school music teacher, for assistance in sifting the material gathered and in validating her conclusions.

Now, serving in the capacity of an elementary teacher, she puts into practice the correlating of music with social studies. It is in this position, while working on various Indian units, that she discovered a need for more knowledge of Indian music on the part of the elementary teacher. This paper is an outgrowth of that

revelation.

Although data for general use in relation to music and Indian culture is limited, three of the best examples available in the general field of Indian musicology are: The American Indians and Their Music, by Frances Densmore, Music in Primitive Culture, by Bruno Nettl, and A Study of Indian Music, by John C. Fillmore.

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