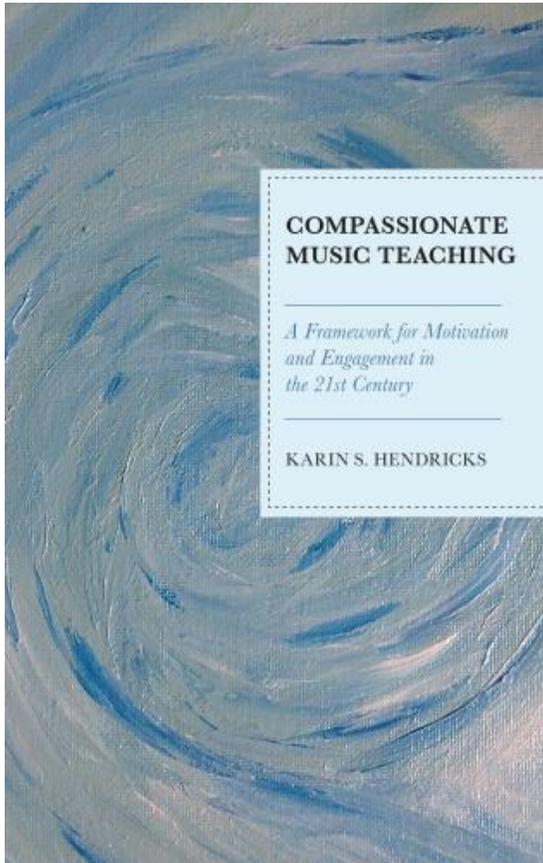


Compassionate Music Teaching

A Framework for Motivation and Engagement in the 21st Century

Karin S. Hendricks



“This engaging, accessible, and informative book goes to the heart of what matters in music teaching and learning – making a positive impact on human lives. Drawing on scholarship and inspiration from the personal narratives of compassionate educators, *Compassionate Music Teaching* invites us to delve deeply into strategies for engaging students and teachers alike in reaching their full potential.”— **Susan O’Neill**, Dean, Academic and Research, Simon Fraser University; President-Elect, International Society for Music Education

“Based on interviews with five highly skilled, powerful music teachers in diverse settings, Karin Hendricks addresses the core themes of compassion, empathy, patience, community, connections, and inclusion, issues that are fundamental to the profession. Engaged and engaging, the writing style is both direct and authentic, juxtaposing mind, heart and spirit.”

— **Liora Bresler**, Professor of Curriculum and Instruction, University of Illinois; Author, “The Arts in Children’s Lives”; –Co-Founder, International Journal of Education and the Arts; Editor, the International Handbook of Research in Arts Education

“*Compassionate Music Teaching* presents a fresh and exciting new paradigm for music teaching in the 21st Century. Framed around qualities that are evident in the strong teacher/student relationships that she highlights throughout, Hendricks presents compelling research that supports practical suggestions that can be used immediately in the classroom or studio. I highly recommend this book for those that wish to think deeply about new ways to approach teaching and hope to create an atmosphere where both teacher and student are inspired and motivated to learn and play music.”

— **Brenda Brenner**, Associate Professor of Music Education, Indiana University Jacobs School of Music; President, American String Teachers Association

Compassionate Music Teaching provides a framework for music teaching in the 21st century by outlining qualities, skills, and approaches to meet the needs of a unique and increasingly diverse generation of students. The text focuses on how six qualities of compassion (trust, empathy, patience, inclusion, community, and authentic connection) have made an impact in human lives, and how these qualities might relate to the practices of caring and committed music teachers.

Karin S. Hendricks is Co-Director of Undergraduate Studies in Music and Assistant Professor of Music Education at Boston University. She is an award-winning music teacher with 30 years experience in K-12, private studio, and university settings, and is a frequent presenter, clinician, and adjudicator throughout the United States and abroad.

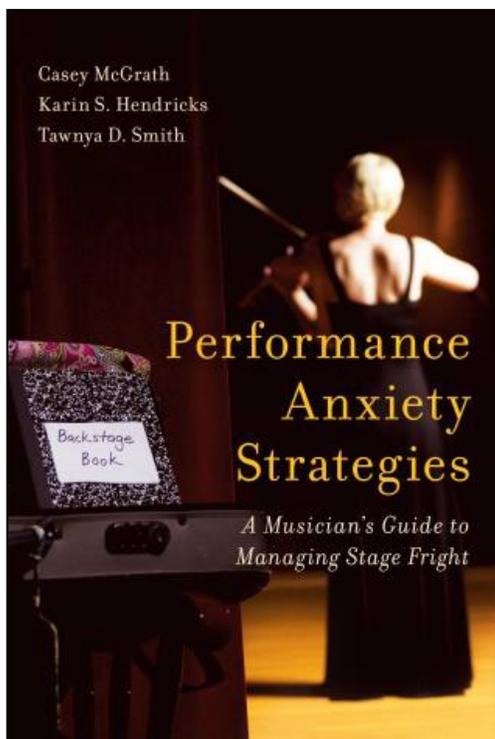
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Casey McGrath, Karin S. Hendricks, and
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Music performance anxiety has long frustrated the artistic community and, while tricks and folk remedies abound, a comprehensive plan to solve this problem has remained elusive. Accomplished violinist Casey McGrath combines her experiences with the research of Karin S. Hendricks and Tawnya D. Smith to provide a resource guide to the most current solutions and therapies, as well as educational applications, for both individual and classroom use.

Divided by area of therapeutic interest, *Performance Anxiety Strategies* presents relevant and noteworthy research and insight into some of the most popular and many lesser-known therapies—including holistic, exposure, cognitive, behavioral, and medicinal treatments. Each chapter also features self-guided activities and exercises, words of wisdom from established performing artists and athletes, and suggestions for music teachers, as well as first-person narratives about the authors' personal journeys with music performance anxiety both onstage and in the classroom.

Including a wealth of offerings and approaches, this book is an invaluable resource for anyone who has ever experienced performance anxiety, from the aspiring classical musician to the garage band guitarist.

Casey McGrath holds a doctorate of musical arts in performance and literature from the University of Illinois at Urbana–Champaign and a master of music from the University of Cincinnati College-Conservatory of Music. She serves as concertmaster for the Fox Valley Orchestra and on the music faculty of Joliet Junior College.

Karin S. Hendricks is assistant professor of music education at Boston University. She is an award-winning music teacher and taught orchestra in public schools for thirteen years. She has presented research and practitioner workshops nationally and internationally and has published papers in many professional and peer-reviewed journals and books.

Tawnya D. Smith is lecturer in music education in the College of Fine Arts at Boston University. She completed a PhD in curriculum and instruction at the University of Illinois and a certificate of advanced graduate study in expressive arts therapy at Lesley University.