

Thinking in Music

A graduate of the University of Arizona, the New England Conservatory of Music and Emory University, Daniel C. Johnson has researched music cognition, critical thinking and music listening. In his published dissertation, he investigated the effect of critical thinking instruction on students' written responses to music listening examples. He has since presented sessions at state, regional, national and international conferences hosted by the Music Educators National Conference, the International Society for Music Education, the College Music Society, the American Orff-Schulwerk Association and the National Collegiate Honors Council. His publications include articles in *The Bulletin of the Council for Research in Music Education*, *Contributions to Music Education* and *The International Journal of the Humanities*.

He is currently collaborating with area music educators in two research partnership studies to replicate his research. Johnson regularly presents in-service workshops to K-12 educators to share his findings and recommendations for improving pedagogical practices. In undergraduate education, he has used his research to develop innovative approaches to music education in the form of new basic studies courses, Web CT course sections, courses and seminars in the Honors Scholars Program, and a new textbook, *Musical Explorations: Fundamentals Through Experience*.

To support his work, Johnson has received nearly \$40,000 in grant funds from the National Endowment for the Arts, the American Orff-Schulwerk Association, a UNCW Innovative Technology Grant, the UNCW Center for Teaching Excellence, the UNCW Office of International Programs and the Schechter Foundation. He has also applied for an additional \$10,000 in grant funds from the North Carolina Arts Council to support professional development courses for area elementary educators. Johnson is currently collaborating with the New Hanover County Schools to provide music education through a Twenty-First Century Learning Grant.

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Johnson directs participants in the Level I Orff-Schulwerk teacher-training course, including several UNCW alumni.



Republic of Egos: a Social History of the Spanish Civil War

The Spanish Civil War (1936-39) excites ongoing interest because of its ideological scope and its supposed anticipation of World War II. The understandable fascination provoked by the struggles between democracy and dictatorship, Communism and fascism, anarchism and authoritarianism, Catholicism and anti-clericalism have marked the literature with an ideological/theological stamp.

Most recently, the many forms of the collective have mesmerized historians whose investigations have centered on social groups, such as classes or genders.

This new emphasis was a healthy reaction to the previous stress on great men who supposedly made history by themselves. Yet the obsession with group identity has left much unexamined.

Michael Seidman's *Republic of Egos: A Social History of the Spanish Civil War* (University of Wisconsin Press, 2002) offers a different vision of the war and revolution. While not neglecting the collective identities of political/religious affiliation, class and gender, it examines the anonymous individuals, families and small groups who struggled for their own interests and survival, not for an abstract political or revolutionary cause. *Republic of Egos* analyzes the political economy of the war. It shows how price controls and inflation in the Republican zone encouraged peasant hoarding and black marketeering. The consequent lack of food in the cities promoted workers' indifference, absenteeism and pilfering. Soldiers responded to material shortages by looting, deserting and fraternizing with the enemy.

This book offers a new explanation for the failure of the Republic and the success of Franco's Nationalists. It breaks methodological ground by focusing on the personal and individual realms.

Michael Seidman is also the author of *Workers against Work: Labor in Paris and Barcelona during the Popular Fronts* and *The Imaginary Revolution: Parisian Students and Workers in 1968*.

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