

'The 'Value' of Music Textbooks: Songs, Musicians, Music History, and What Else?

IAML Congress2019
Krakow, Poland

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Music Librarian, The University of Hong Kong Libraries

16 July 2019

The University of Hong Kong Libraries







Music Textbooks in Universities

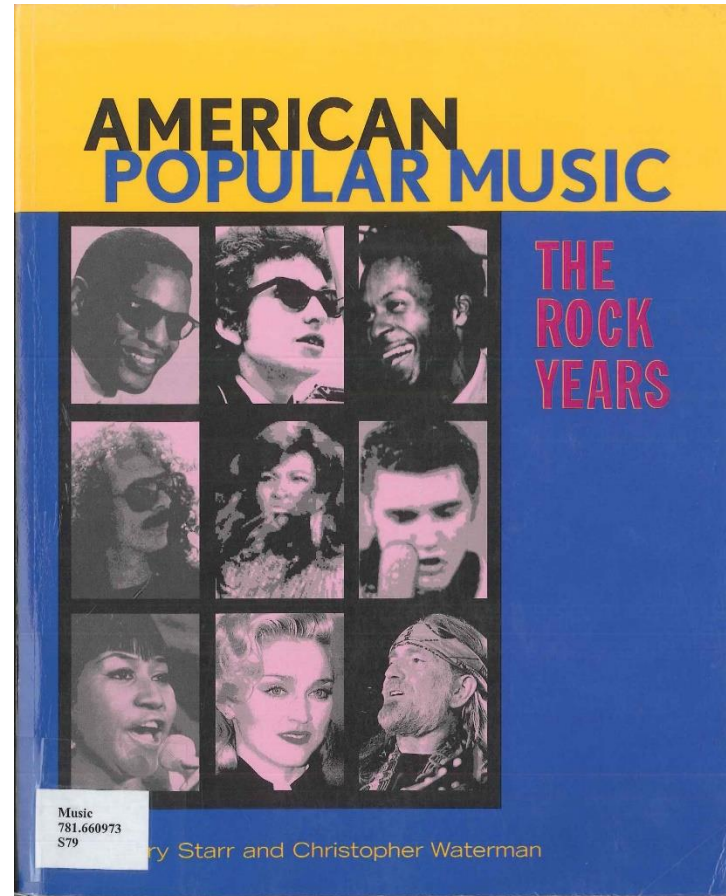
The University of Hong Kong Libraries Collection Development

is a process of selecting, acquiring, and providing access to traditional and electronic resources supporting the information and scholarly needs of students and faculty.

Textbooks

- Students are generally expected to purchase their own copies of textbooks
- The Libraries will purchase and make available needed textbooks and other material on course reading lists to support the teaching and learning.

Popular Music (MUSI 2015)



Starr, Larry., and Christopher Alan Waterman. *American Popular Music: The Rock Years*. New York: Oxford University Press, 2006.

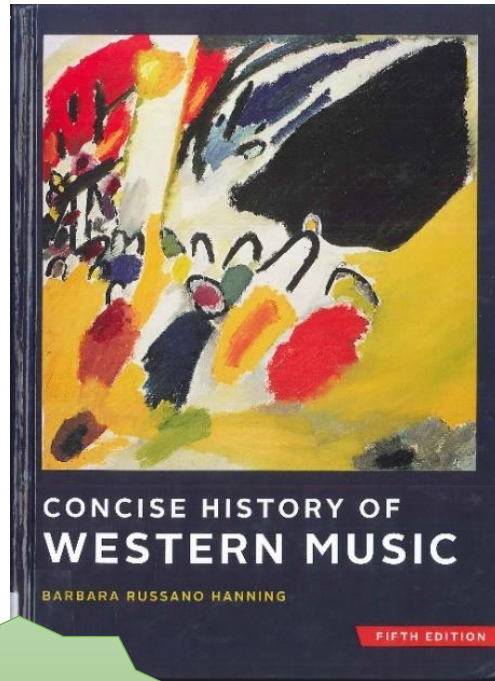
Introduction to Musics of the World(MUSI1004)



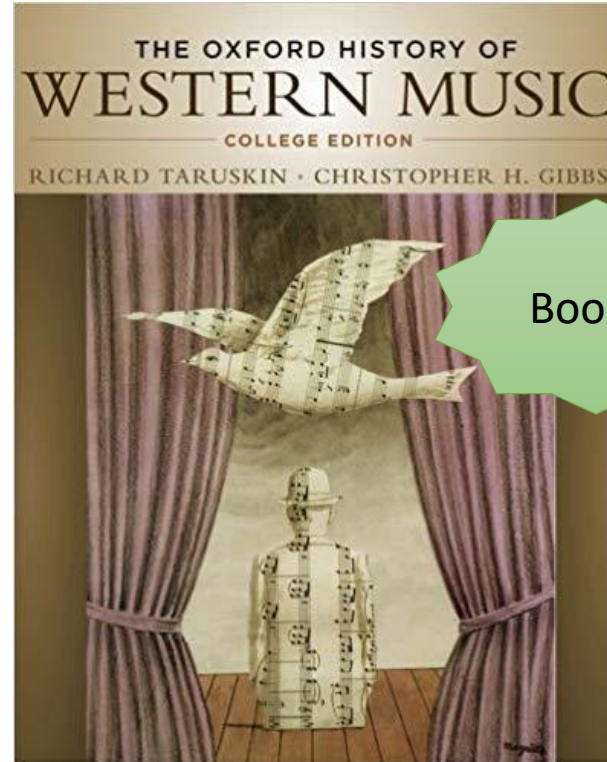
Nettl, Bruno, Ruth M. Stone, James Porter, and Timothy Rice. *The Garland Encyclopedia of World Music*. Garland Reference Library of the Humanities; Vol. . New York: Garland Pub., 1998.

Music in Western Culture (MUSI 2802)

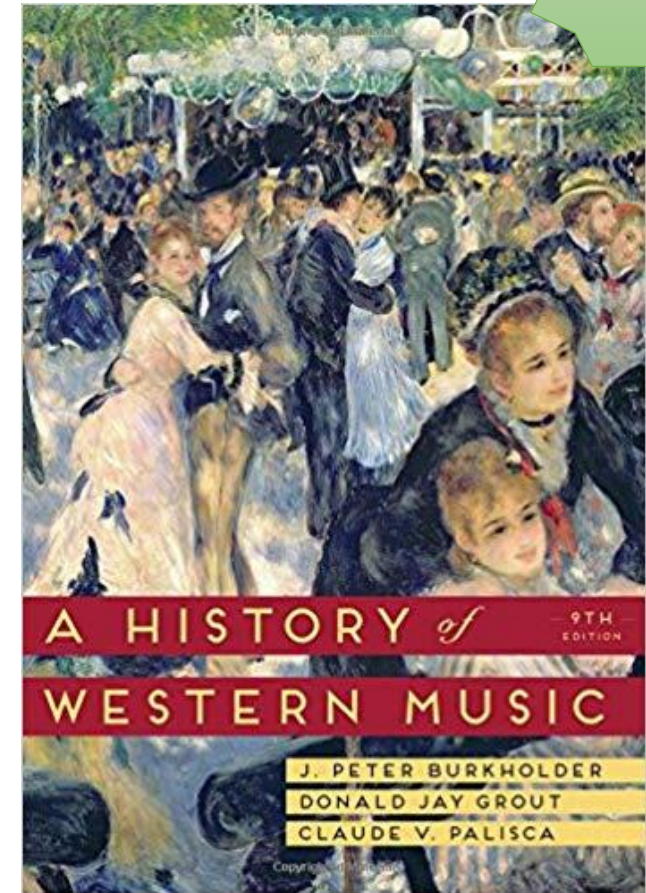
Book 2



Book 3



Book 1

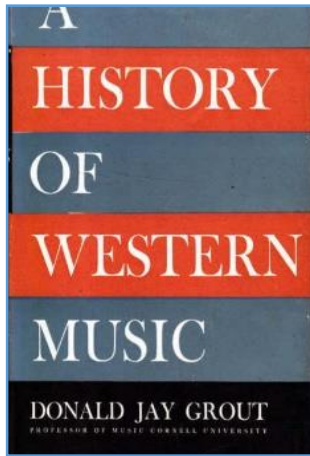


1) Taruskin, Richard., and Christopher Howard. Gibbs. *The Oxford History of Western Music*. College ed. New York: Oxford University Press, 2013.

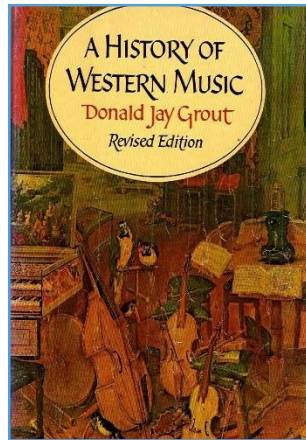
2) Burkholder, Grout, Palisca, Grout, Donald Jay, and Palisca, Claude V. *A History of Western Music*. Ninth ed. 2014.

3) Hanning, Burkholder, and Burkholder, J. Peter. *Concise History of Western Music*. Fifth ed. 2014.

All the editions ...



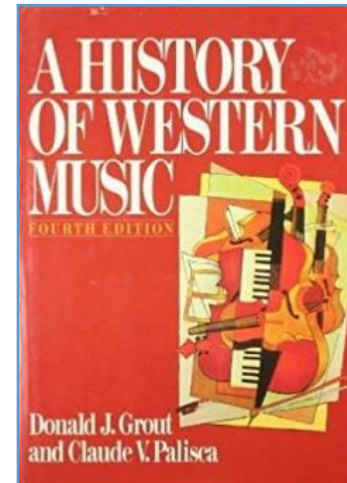
1960
1st



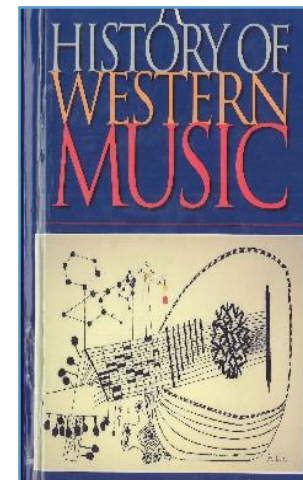
1973
Revised/2nd



1981
3rd



1988
4th

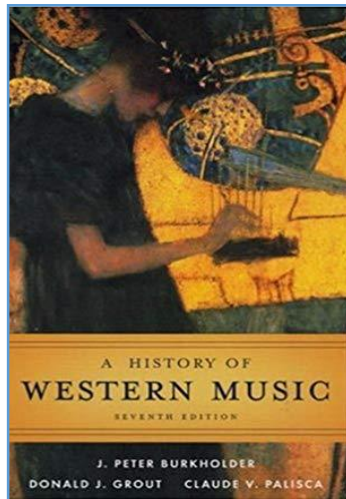


1996
5th

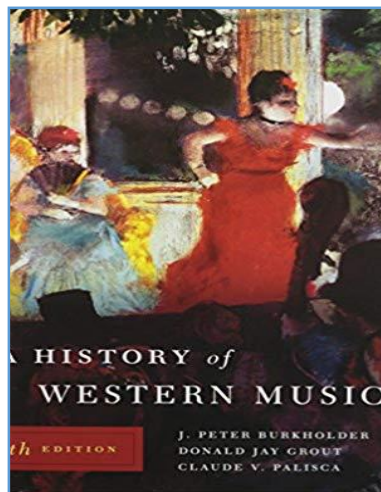


2001
6th

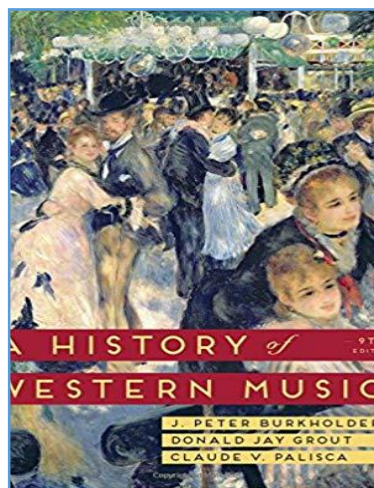
All the editions ...



2006
7th



2010
8th



2014
9th

圖書 > 藝術與攝影 > 音樂

A History of Western Music (Tenth Edition) (English) Tenth 版本

J. Peter Burkholder (Author), Donald Jay Grout (Author), Claude V. Palisca (Author)



ISBN 13 碼: 978-0393668179
ISBN 10 碼: 0393668177
為什麼 ISBN 很重要? ▾

Hardcover USD137.19	Paperback USD121.63	其他賣家 查看所有 2 版本
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預訂
此商品將於 2019年7月1日 上市。
發貨方暨賣方: Amazon.com。
會將此商品送到 Hong Kong。進一步瞭解

更多購買選擇：
1 新，從 USD137.19

Music Textbooks in Primary and Secondary Schools



James Chen and Yuen-Han Chan

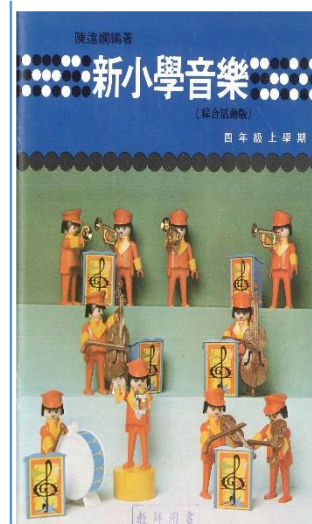


The book covers of Grade 4a *New Primary School Music*

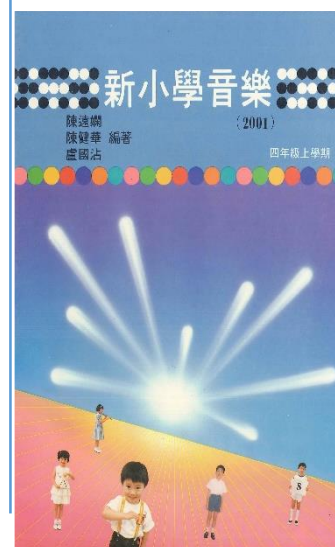
1973



1980



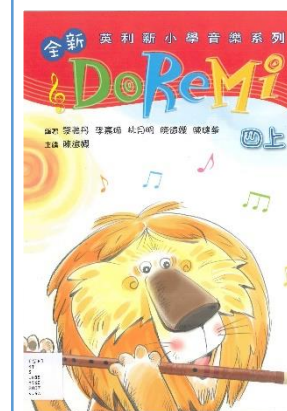
1991



1994



2007



2012



Twinkle, Twinkle Little Stars in New Primary School Music (1973)



溫柔 小星星

一閃一閃小星星，一顆一顆亮晶晶。
掛在天空放光明，好像千萬小寶石。
一閃一閃小星星，一顆一顆亮晶晶。

— 24 —

Twinkle, Twinkle Little Stars in New Primary School Music (1991)

(十八) 小星星
Twinkle, Twinkle, Little Star

法國民歌
盧國沾詞
陳健華編

d d s s l l s f f m m r r d

抬頭看見小星星，一閃一閃相呼應。

s s f f m m r s s f f m m r

呼呼應應亮未停，天空各處列陣形，

d d s s l l s f f m m r r d

抬頭看見小星星，閃燈一般夜夜明。



節拍感的比較 Rhythm

唱「小星星」時，你會拍 還是 的節拍來伴唱呢？

在有 Z 的地方，請用手向天指一下。

「跟踪音符」遊戲 Tracing notes

老師唱「小星星」的首兩句，請用手指跟着 ● 移動。

第一遍，請圈出有「Z」出現的那個數字。

第二遍，老師會隨時停唱，請指出停在那個數字上。

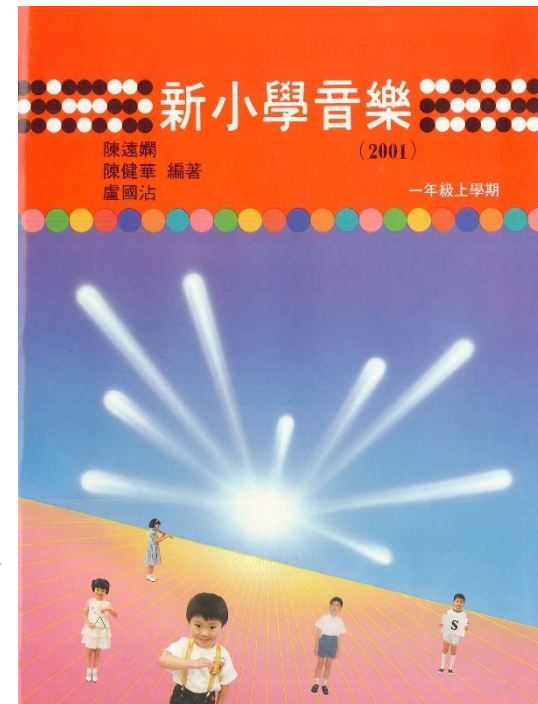
● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

認識「重覆音」 Repeated notes

d s

圈着的是重覆音。

請將下面的「重覆音」塗上顏色。



Twinkle, Twinkle Little Stars in New Primary School Music (2012)



單元四 煙花多美麗

4 和休止符做朋友 Rests

1 跟着老師依節奏做律動。




⏸ 是休止符，表示不發出聲音。

a 

b 

2 跟着老師讀一讀。





小 星 小 星 閃 閃

小星星

Twinkle Twinkle Little Star

法國民歌
盧國沾中詞
陳健華編

輕柔地

d d s s l l s f f m m r r d



抬頭看見小星星，一閃一閃相呼應。
Twin-kle, twin-kle lit-tle star, how I won-der what you are.

s s f f m m r s s f f m m r



星光遠照亮未停，天空處處列陣形。
Up a-bove the world so high, like a dia-mond in the sky.

d d s s l l s f f m m r r d

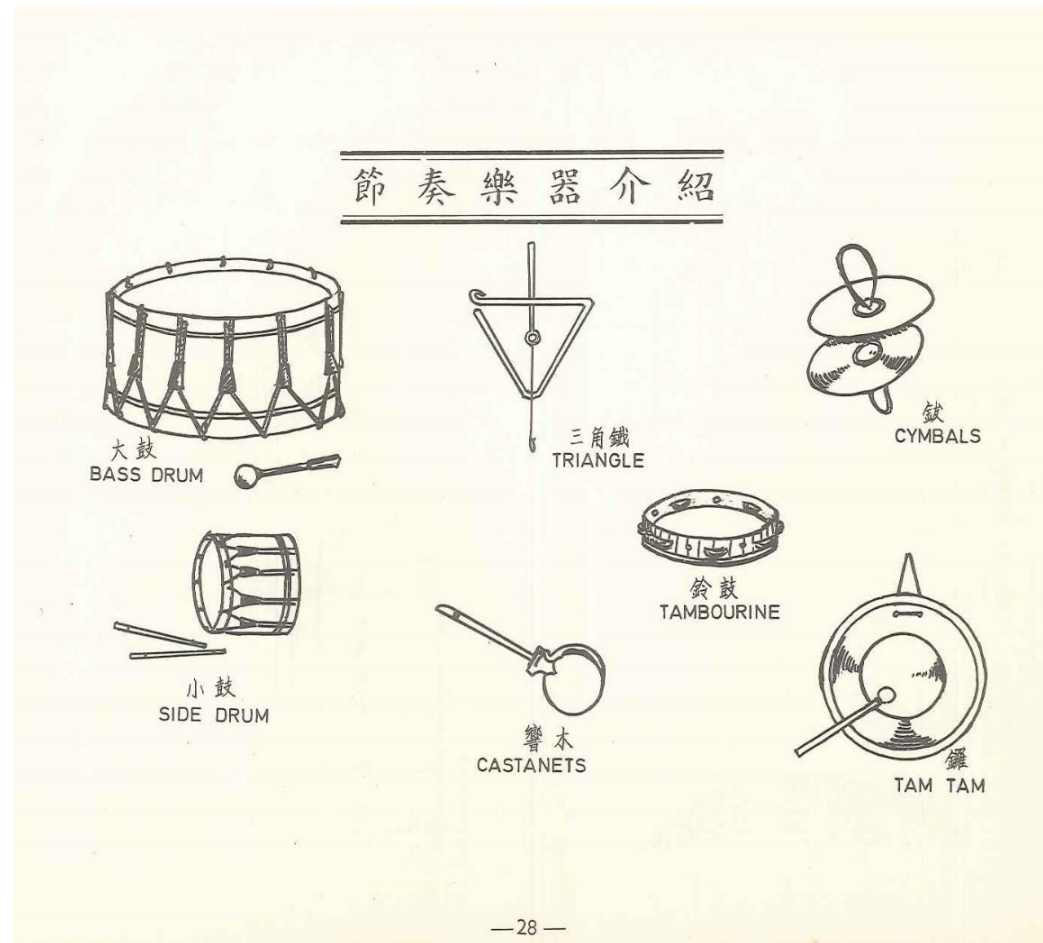


抬頭看見小星星，一閃一閃夜夜明。
Twin-kle, twin-kle lit-tle star, how I won-der what you are.

5 小星星

- 1 聆聽《小星星》，雙手依節奏一張一合，在⏸的地方你會做甚麼動作？
- 2 一起唱歌，並做動作配合。

Introduction to musical instruments and rhythms in *New Primary School Music* (1973)



Introduction to musical instruments and rhythms in *New Primary School Music* (1980)

節奏樂隊的樂器

現代節奏樂隊根據其應用方法，可分為：

(一) 無餘音的打擊樂器

任何打擊樂器（自製也可）打後無餘音，或餘音極短的便是。如响板、西班牙响板、响木、椰子、木魚、木棒、木琴、小鼓（無腸線在下）、手鼓、大小鼓（Bongo）等。




(西班牙响板)



(木琴)



(雙音响木)



(小鼓)

(二) 有餘音的打擊樂器

任何打擊樂器打後有餘音逐漸自行消滅的便是。如三角鐵、鈴、雙鈴、磬、音杯、鐘音條、鐘音管、鐘琴、鐵琴、小鈸、鈸、鑼、大鼓、鋼琴（用踏板）等。



(鐵)




(鈴)



(鐘音條)



(鐘琴)



(大鼓)

(三) 搖震樂器

如沙鈴、馬鈴、鈴鼓、搖鈴、搖筒、鈴冠、鐘冠、刮板等。



(沙鈴)



(馬鈴)



(自製搖筒)



(鈴冠)



(鈴鼓)

(四) 其他各種非打擊樂器

以牧童笛、美樂笛、口琴最為通用。



(牧童笛)




(口琴)



(美樂笛)

請大家將現有的樂器分別以強聲 (f) 及弱聲 (p) 來試奏，注意由不同的打擊點及打擊方法所發出之不同聲音效果。





註：「打擊樂器」也可用「有固定音高」及「無固定音高」來分類。
 「有固定音高」的如：鐘音條、鐘琴、鐘音管、木琴、鐵琴、鋼琴、曼琴、音杯、定音鼓等。
 「無固定音高」的如：三角鐵、木棒、响木、木魚、搖鈴、响板、鈴、沙鈴、小鼓等。

Introduction to musical instruments and rhythms in *New Primary School Music* (2012)

單元一

歡樂慶新春

中國敲擊樂器

試奏中國敲擊樂器，聽一聽音色。

木魚

鑼

碰鈴

拍板

大鼓

小鼓

鈸

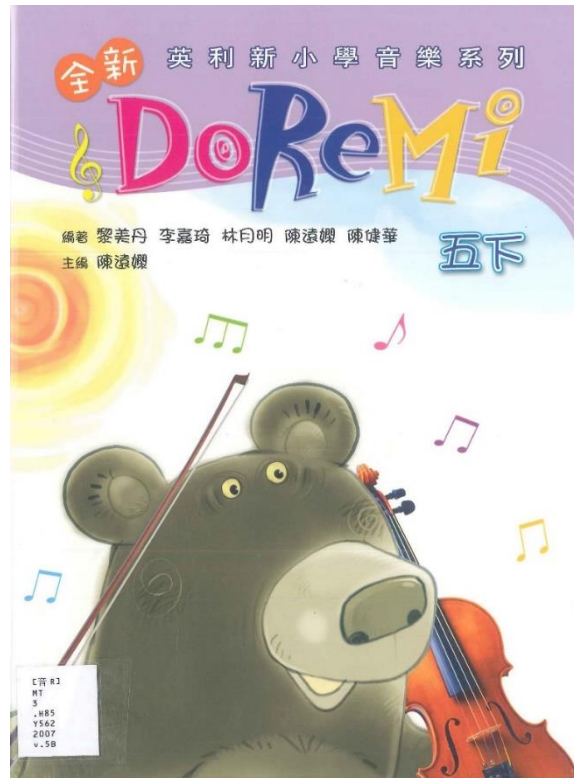
2

New Primary School Music do re mi (1994)

New Primary School Music (1973)



Beneath the Lion Rock (1979) a Cantonese pop song



New Primary School Music RoReMi (2007)

2 同唱歌

《獅子山下》是二十世紀七十年代電視劇集《獅子山下》的主題曲，內容反映當時香港人面對逆境自強不息的精神。

- 1 一起唱《獅子山下》，你認為歌詞的聲調與旋律配合嗎？
- 2 說說這首歌表現了流行曲的哪些特色。

富有表情地 獅子山下 顧嘉輝曲
黃霽詞

1 = D 4/4

5 | 3 - 3 2 1 3 | 2 - - 5 | 4 - 4 3 2 4 | 3 - -

人 生 中 有 歡 喜 ， 難 免 亦 常 有 淚 。

人 生 不 免 崎 嶇 ， 難 以 絕 無 掛 慮 。

1. | 6 . 7 2̇ i 7 6 | i . 3 5 . 5 | 4 . 3 6 5 4 3 | 3 5 2 - :||

我 哋 人 家 在 獅 子 山 下 相 遇 上 ， 總 算 是 歡 笑 多 於 唏 噓 。

既 是 同 舟 在 獅 子 山 下 且 共 濟 ， 拋

2. | 4 . 3 2 6 7 | 1 - - 1 | 2 - 2 4 3 2 | 3 . 6 1 . 1 |

棄 區 分 求 共 對 。 放 開 彼 此 心 中 矛 盾 ， 埋

這是簡譜，流行曲常用這種記譜方法。

1 = F

2 - 2 6 5 4 | 5 - - 3 | 6 - 2 . 3 4 | 5 - 1 . 2 3 |

想 一 起 去 追 。 同 舟 人 ， 誓 相 隨 ， 無

1 = D

4 . 1 6 . 1 | 7 - - 5 | 3 - 3 2 1 3 | 2 - - 5 |

畏 更 無 懼 。 同 處 海 角 天 邊 ， 攜

4 - 4 3 2 4 | 3 - - 1 7 | 6 . 7 2̇ i 7 6 | i . 3 5 . 5 |

手 踏 平 崎 嶇 。 我 哋 大 家 用 艱 辛 努 力 寫 下 那 不

4 . 3 2 6 7 | 1 - - ||

朽 香 江 名 句 。

黃霽是香港著名的填詞人及作曲家，縱橫樂壇三十年，創作了不少為人稱頌的作品，影響深遠。性格率直的他喜愛用淺白的文字訴說細膩動人的感受。他的作品近2000首，大都富有文采，具有文學價值。

顧嘉輝是香港著名的作曲家，有「香港歌壇教父」之稱，至今創作了超過1200首作品。香港有不少膾炙人口的經典流行曲，都是由顧嘉輝作曲，黃霽填詞的，這個享譽樂壇的「輝黃」組合，至今仍為人津津樂道。

24

25

National Anthem of the People's Republic of China (1934-35)



New Primary School Music (2012)

中華人民共和國國歌

進行曲速度 Zhōng huá rén mín gòng hé guó guó gē 聶耳曲 田漢詞

(前奏)

起 來! 不 願 做 奴 隸 的 人 們! 把 我 們 的
 Qǐ lái Bú yuàn zuò nú lì de rén men Bǎ wǒ men de

血 肉, 築 成 我 們 新 的 長 城! 中 華 民 族
 xuè ròu zhù chéng wǒ men xīn de cháng chéng Zhōng huá mín zú

到 了 最 危 險 的 時 候, 每 個 人 被 迫 着 發 出
 dào le zuǐ wēi xiǎn de shí hou měi gè rén bèi pò zhe fā chū

最 後 的 吼 聲。 起 來! 起 來! 起 來! 我 們 萬 眾
 zuǐ hòu de hǒu shēng Qǐ lái Qǐ lái Qǐ lái Wǒ men wàn zhòng

一 心, 冒 着 敵 人 的 炮 火 前 進! 冒 着 敵 人 的
 yī xīn mào zhe dí rén de pào huǒ qián jìn Mào zhe dí rén de

炮 火 前 進! 前 進! 前 進! 進!
 pào huǒ qián jìn Qián jìn Qián jìn jìn

註：原曲名為《義勇軍進行曲》。

attainment rates, and reductions in labor market skills gaps is as yet unclear. Further, the likelihood a state will meet its attainment goals varies by state and depends on contextual factors that are within and outside the purview of the education sector. In...

Topics: Access to higher education, Educational Transformation, Governance, Higher education costs, Student learning and outcomes

Tags: Attainment, Joyce Foundation, State policies

ISSUE BRIEF

June 6, 2019

What's a Collection Anyway?

Oya Y. Rieger

In 1953, Kenneth J. Braugh stated that the mission of Harvard's library was to collect and preserve everything. Those days are long gone. For the last couple of decades, given the rapid expansion of scholarly content sources and types, even the best-funded research libraries have become cognizant that a comprehensive collection is an unattainable vision. Nevertheless, many research library mission statements continue to give prominence to their role in making the world's knowledge accessible to a wide range of user...

Topics: Collections and preservation, Cross-institutional collaboration, Digital scholarship and data management, Discovery and access, Libraries, Scholarly communication

Tags: Library collections

<https://sr.ithaka.org/publications/>

Eight strategies in *What's A Collection Anyway?* 2019

- Envisioning new selection models and budget allocation
- Transitioning organizational and staffing models
- Investing in resource sharing services and systems
- Envisioning collections vis-a-vis research workflow tools
- Implementing risk assessment and mitigation
- Assuming value-driven collection policies
- Integrating systematic business planning methodologies
- Assuming a functional approach to collections

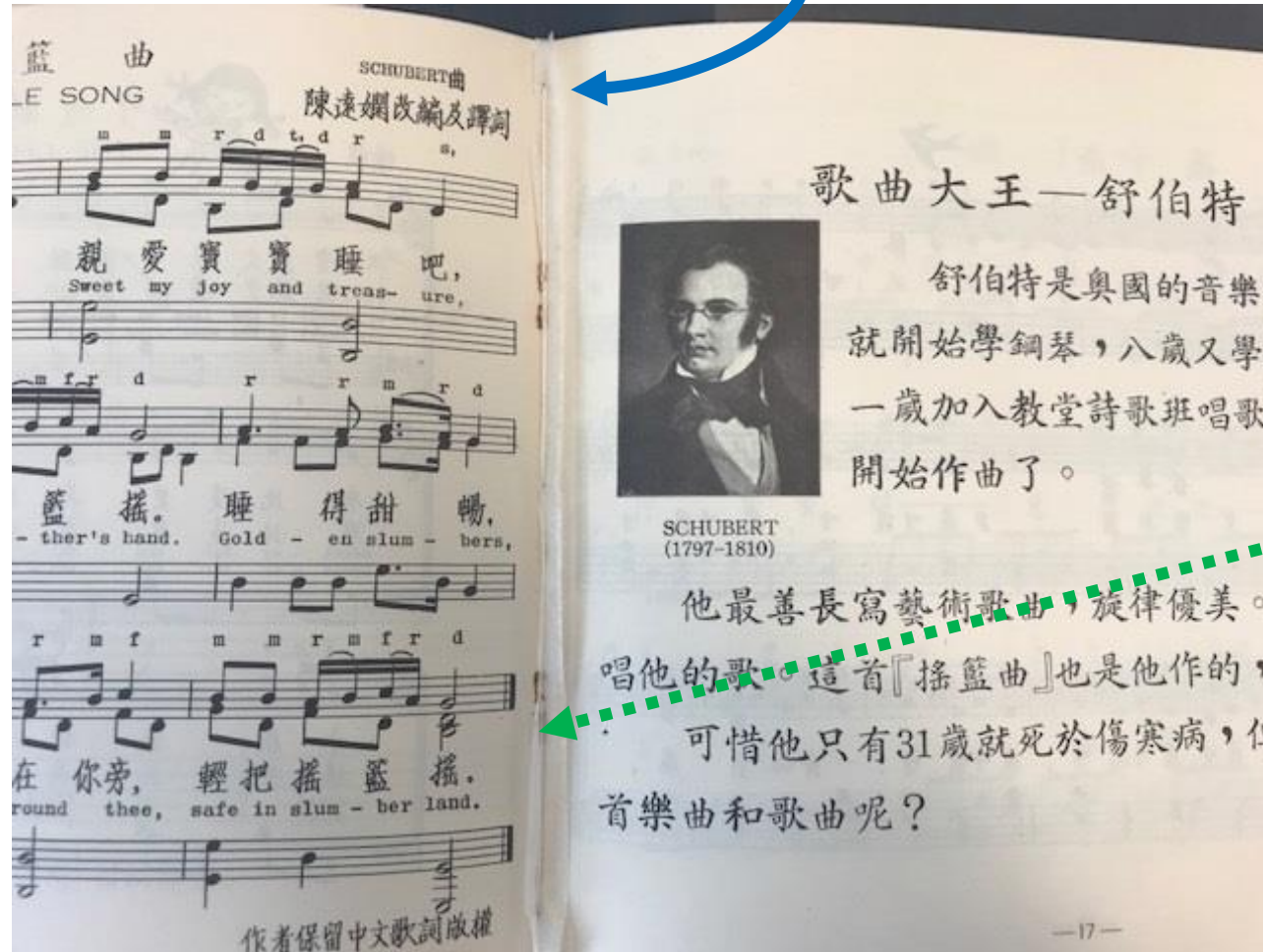
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Pamphlet bindings for long-term preservation



A pamphlet binding with an inner guard



Rusty staples were removed

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AI



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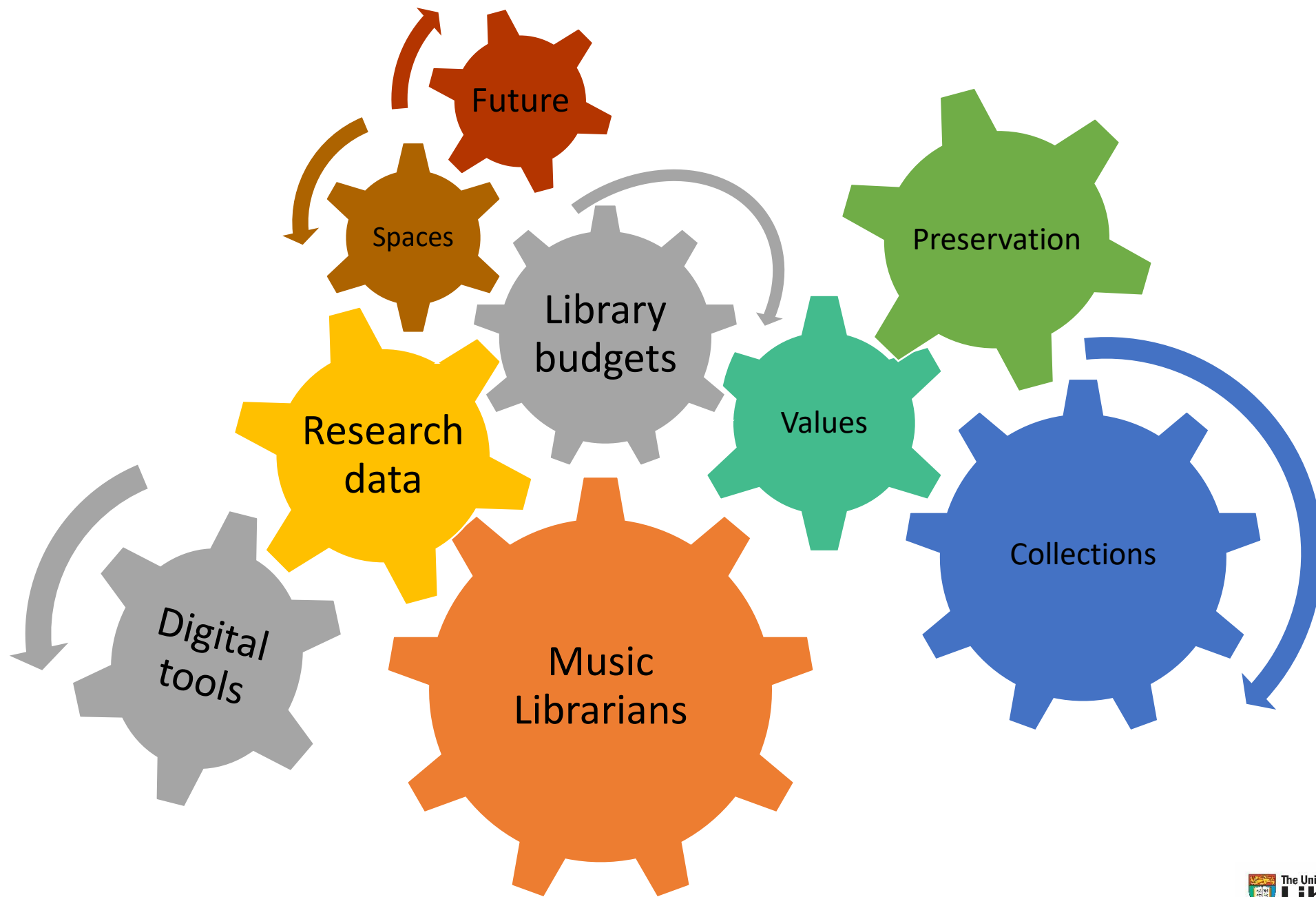
[Home](#) » [Projects](#) » Artificial Intelligence

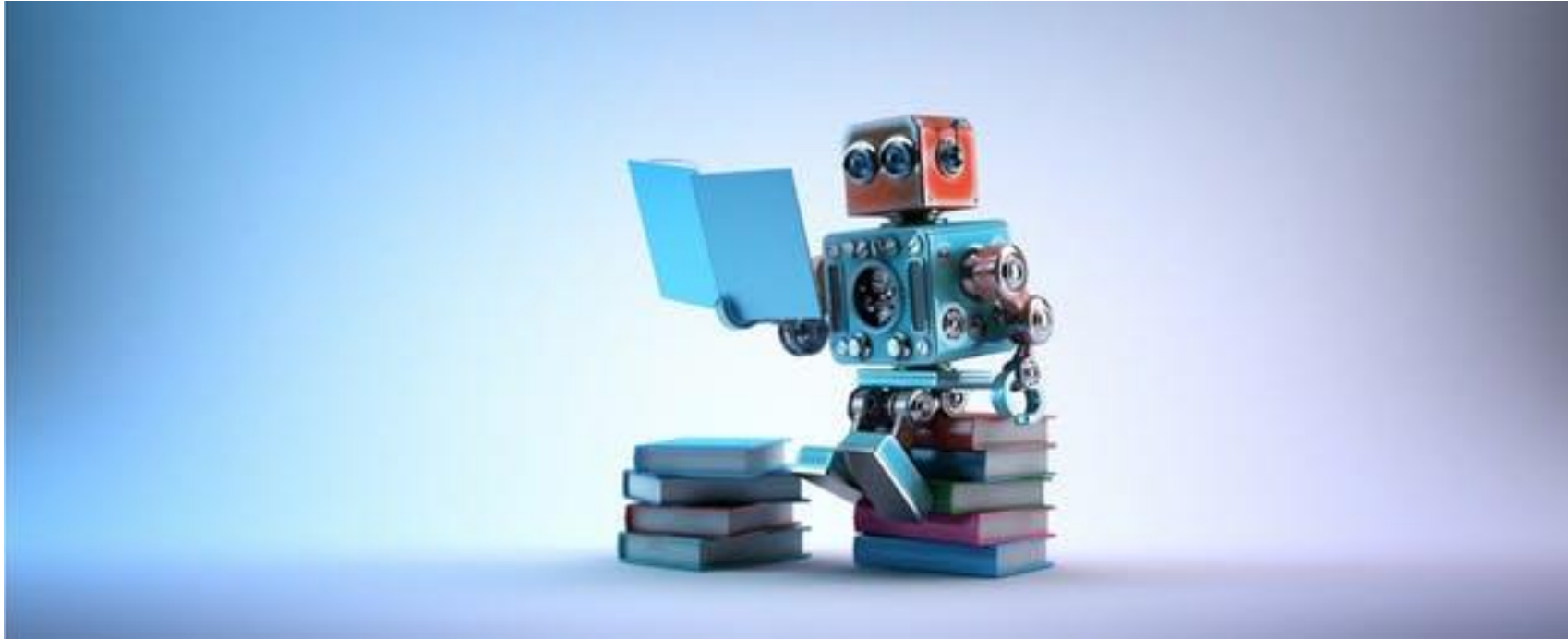
Artificial Intelligence

Artificial Intelligence	+	Fantastic Futures 2019
About		Library in AI / AI in the Library
Blog		December 4 & 5, 2019
SUL AI Studio		Stanford University, Stanford, California
Library AI Conversations	+	How will AI transform the library?
Events	+	What role will libraries play, as trusted sources of information, when more and more of the information we consume is algorithmically generated? How will library values of neutrality, privacy, authority and preservation help shape AI, and how will libraries apply them in a changing landscape? How can libraries leverage AI to transform and elevate their services beyond 20th century modalities?

The Fantastic Futures 2019 conference is a collaboration between Stanford University Libraries and the National Library of Norway, and building on [the breakout conference of the same name in Oslo 2018](#).

<https://library.stanford.edu/projects/artificial-intelligence>





<https://www.edsurge.com/news/2019-06-14-bots-in-the-library-colleges-try-ai-to-help-researchers-but-with-caution>

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Thank you
