

**Eisner, E. (1998). "The Celebration of Thinking" In *The kind of schools we need: Personal essays*. Portsmouth NH: Heinemann.**

This article provided a way to challenge my own perspectives when it came to how music education curricula is limited to evaluating only the abstract and linguistic process. I never really viewed it as being that narrow. Overall, I found this article insightful.

A very interesting point was the one about how humans enter the world with brains, but it is through education, acculturation and socialization that they are developed into minds. (Eisner, pg. 23) Through this shaping, the curriculum can either make or break a child's mind, as curriculum serves as a mind altering device. I really admire this idea. Parents, educators, and other guardians all have the power to either positively or negatively influence and teach a child. The experiences children acquire are vital because, as the author stated, the senses and the mind learn together. When we actively engage a child's senses in the process of learning, they come to understand the world better.

So, the abstract and language skills we are teaching to children do not truly capture the full sensory experience children deserve to have. We need to open them up to these various forms of literacy, as stated by the author. In addition, this also means that the experiences we let children engage in need to be meaningful, as these are the ones they will remember. The higher of quality in such experiences with enrich their overall comprehension. It is then possible that short, but meaningful and refined experiences are more beneficial than drawn out tedious ones. We need to get right to the root of thinking, and I agree that we should do that through these many forms of literacy. This is only fair to the students!

I would like to ask the author to expand on the idea of representation and how it, if it does, might differ from imagination. If it provides an opportunity for discovery, sparks an idea and allows for communication of that idea, then imagination is a synonym to it. Imagination is a vehicle for innovation and creativity, too.

After reading this and then finding out that curriculum is more concerned with children making exact replications, instead of new creations, mad me mad! I guess in my years in public school I never really realized this. I just did what I was told. I too was a rule follower, because if I tried to 'make it my own', I was academically penalized for not following the instructions properly. I understand to an extent how students must follow rules. They need guidance, but only enough to get them started. They have so many other ideas to express, and it is wrong to suppress them. Self-discovery is far more memorable than regurgitated information, in my opinion.

I like how the author said that when we achieve experiences, "we become connoisseurs of some aspects of the world." (Eisner, 24) This again alludes to a more developed learning process. One that we can truly celebrate, and one that will be of value to the minds of children.