THE ROLE OF PHILATELY IN MUSICAL EDUCATION AND CROSS-CULTURAL INTERACTION

Filatēlijas nozīme muzikālajā izglītībā un starpkultūru mijiedarbībā

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Abstract. *In our increasingly diverse societies, it is essential to ensure harmonious interaction among peoples and groups with plural, varied, and dynamic cultural identities as well as a willingness to co-exist. Therefore, the fostering of dialogue among cultures and peoples can only occur on the basis of the recognition of and respect for cultural diversity. In this context, for the dialogue and the interaction across the cultures, educators need to create educational actions and strategies so that cross-cultural dialogue and interaction may take place. Philately and music are two tools that can help teachers in that direction.*

Philately is the study of stamps, postal history, and other related items. Philately is an incredible journey into the world of stamps which give a unique view of the history and culture of a country. Stamp collections entail a wide range of topics. In this paper, we considered it useful to confine to thematics related to music, musical instruments, great musicians, etc.

The present study aims at showing how specific stamp thematics can be used as a means towards teaching music and, in particular, history of music; musical instruments; and ethnomusicology. It also aims at highlighting how students, through observation and research, can discover information about other cultures and nations by taking up a creative and affordable hobby that is both educational and fun. Last, the present research focuses on how philately and stamp collections related to music can become an effective educational tool for teachers and the educational system towards promoting cross-cultural dialogue and interaction.

Keywords: *composers, conductors, music, musicians, instruments, orchestras, stamps, pedagogy, philately.*

Introduction

In pedagogy, teaching styles abound. Each style uses a variety of different strategies (Meyen, Vergason, Whelan, 1996). The style of teaching that a teacher chooses, involves a number of factors depending on the kind of class s/he teaches, the age of her/his students, and the size of her/his class. Lecturing is one style of teaching during which the teacher handles all instruction. The instructor can also incorporate class discussion into lectures so that all of the material can be examined aloud by the students. Elementary school children are apt to learn through games and hands-on exercises which stimulate learning. A class of older students, such as a high school class, can benefit from learning by that class' students teaching each other (Strike, 1975).

Teaching also involves a great deal of pedagogical approaches. The type of pedagogical approach is determined by the strategy, the method, and the technique that each teacher uses. Some important pedagogical approaches are: (1) The humanist- and pupil-centred approaches. Carl Rogers saw the main job of a teacher as facilitating learning rather than direct teaching. He believed that teachers should create supportive learning environments where pupils would grow to love learning (Rogers, 1962: 60). Rogers found that children preferred classrooms where they collaborated, carried out their own investigations, and taught each other. (2) Constructivist teaching (Bruner, 1960: 54) which supports that teachers should facilitate learning rather than merely tell children what to learn. Pupils are encouraged to be autonomous learners, the activities must be interactive and pupil-centered, learners are actively involved in lessons, and there is a democratic feel to the class. (3) The Motivational approach which maintains that what motivates children is a complex issue (Keller, 1988). John Keller produced the ARCS model for lesson design based on the work of Abraham Maslow, who said that people's behavior is dominated by "needs". Starting with the need for

food and water and progressing to needing to feel safe, people next need friendship and a feeling of self worth. If such needs are met then positive learning can take place and people could end up achieving self-actualisation. (4) Keller's model provides for positive learning which argues that attention can be gained by a stimulating question, a thought-provoking reading, or a video clip employing relevance-use language and examples familiar to each teacher's pupils (Keller, 1987). Further, teachers must safeguard the self-confidence of students by making sure that the content is not too challenging. Coming to the end of this learning experience necessitates satisfaction, in other words, students need to be rewarded with a sense of achievement.

Aim

In our increasingly diverse societies, it is essential to ensure harmonious interaction among people (Vygotsky, 1978: 79) and groups with plural, varied, and dynamic cultural identities as well as a willingness to co-exist. Therefore, the fostering of dialogue among cultures and peoples can only occur on the basis of the recognition of and respect for cultural diversity. In this context, educators need to create educational actions, strategies, and techniques so that cross-cultural dialogue and interaction may take place. Philately and stamps can be a powerful and flexible tool that can help us develop new actions, strategies, and techniques. All theories mentioned above stand to benefit from using stamps as a teaching technique. Philately is defined as the study of stamps and postal history and other related items. Philately is an incredible journey into the world of stamps which give a unique view of the history and culture of a country. Stamp collections cover a wide range of topics. The aim of our research is to study how stamps can be used as a pedagogical tool.

Methodology

Our research is mainly supported by online sources of registered stamps to which students have easy access. In the first part of this study, we considered it useful to carry out a survey of the stamps that students may find online. We also considered it useful to confine to some specific thematics related to music, instruments, musicians, composers, conductors, orchestras, and operas. Today, the Internet can play an important tool in education. In combination with an interactive whiteboard teachers can teach their students a great deal of things while keeping their interest alive. In the second part of the present paper, we conduct an analysis of how the above topics can be used in music classes and school classes in general. In the third part of the present paper, we make a synthesis of all the information our research gathered by making important conclusions.

Materials

Our research on the Internet leads to an enormous amount of information. The number of music-related stamps worldwide is dizzying at best. In Table 1 we show some of the results our Internet search had. This table shows a different internet address for each musical topic. Those addresses are a treasure trove of stamp images from countries all over the world. Each site has the basic material needed by the teacher. However, one problem encountered on those sites is that the way their material is organized leaves much to be desired. What is more, educational purposes are entirely left out.

Table 1

Online sources

Topic	URL address
Instruments	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675
Musicians	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675#rlz=1C1CHNY_elGR370GR370&tbm=isch&sa=1&q=stamp+musicians&oq=stamp+musicians&gs_l=img.12...111612.154999.0.157167.32.26.6.0.0.0.136.3021.2j24.26.0...0.0...1c.1.9.img._M69Gv1aIko&bav=on.2,or.r_cp.r_qf.&bvm=bv.45175338,d.d2k&fp=d6a72c95cc96dc2c&biw=1280&bih=675
Orchestras	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675#rlz=1C1CHNY_elGR370GR370&tbm=isch&sa=1&q=stamp+Orchestra&oq=stamp+Orchestra&gs_l=img.3...3665.7071.3.8159.10.9.1.0.0.0.155.1138.0j9.9.0...0.0...1c.1.9.img.hk3rIgU_w4&bav=on.2,or.r_cp.r_qf.&bvm=bv.45175338,d.d2k&fp=d6a72c95cc96dc2c&biw=1280&bih=675
Operas	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675#rlz=1C1CHNY_elGR370GR370&tbm=isch&sa=1&q=stamp+Opera+&oq=stamp+Opera+&gs_l=img.3...21139.22222.7.22820.6.6.0.0.0.0.122.717.0j6.6.0...0.0...1c.1.9.img.SauJW4NbxtY&bav=on.2,or.r_cp.r_qf.&bvm=bv.45175338,d.d2k&fp=d6a72c95cc96dc2c&biw=1280&bih=675
Jazz	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675#rlz=1C1CHNY_elGR370GR370&tbm=isch&sa=1&q=stamp+Jazz&oq=stamp+Jazz&gs_l=img.3...27944.31048.9.31621.10.10.0.0.0.0.151.1272.0j10.10.0...0.0...1c.1.9.img.wj2O52ywOD0&bav=on.2,or.r_cp.r_qf.&bvm=bv.45175338,d.d2k&fp=d6a72c95cc96dc2c&biw=1280&bih=675
Composers	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675#rlz=1C1CHNY_elGR370GR370&tbm=isch&sa=1&q=stamp+composers&oq=stamp+composers&gs_l=img.3...49038.53851.15.54540.22.22.0.0.0.0.139.2761.0j22.22.0...0.0...1c.1.9.img.R1Vk_ZsUAE8&bav=on.2,or.r_cp.r_qf.&bvm=bv.45175338,d.d2k&fp=d6a72c95cc96dc2c&biw=1280&bih=675
Conductors	https://www.google.gr/search?q=stamp+instruments&rlz=1C1CHNY_elGR370GR370&tbm=isch&tbo=u&source=univ&sa=X&ei=DupqUYXYHqip4ASRmIDoDQ&ved=0CFgQsAQ&biw=1280&bih=675#rlz=1C1CHNY_elGR370GR370&tbm=isch&sa=1&q=stamp+conductors&oq=stamp+conductors&gs_l=img.3...24956.29982.17.30457.19.17.2.0.0.0.292.1975.4j11j2.17.0...0.0...1c.1.9.img.pzuCWmnzuMM&bav=on.2,or.r_cp.r_qf.&bvm=bv.45175338,d.d2k&fp=d6a72c95cc96dc2c&biw=1280&bih=675

Another serious problem is that teachers may not be quite conversant with what is happening around the globe. For example, in the image below (Figure 1) we give a small example of the musical instruments of Gambia. How many of us educators are that knowledgeable about the musical instruments and music of Gambia?

Figure 1. From the "instruments" online resources

Results

The basic task set before and question posed to teachers is: How can they use this educational material appropriately? To do this, teachers need to design some training activities. In the table below (see Table 2), we propose a series of educational activities teachers can use. These educational activities resulted from (1) the analysis of the musical topics; and (2) the fact that the student must become involved in the learning process.

These training activities can be a very important tool for the teacher. The teacher can use any of the pedagogical approaches s/he wants (as mentioned at the beginning of the article) and can also develop a new classroom "culture". Through this new culture, students will learn to employ works of art to get information about the world. Through these activities, students can participate, observe, compare, understand, learn, work, and think. A lesson which uses stamps acquires interest for the students who can learn a lot about other countries in the most delightful way. Our personal teaching experience in this area was the principal motivation behind the present article.

Table 2

Pedagogical activities using stamps

Topic	Activity

Instru-ments	o Observation of the instruments concerning
	    ▪ the production of sound
	    ▪ the material
	o Classification of the instruments (Hornbostel-Sachs) in the following categories:
	    ▪ Idiophones (Instruments which produce sound by vibrating themselves)
	    ▪ Membranophones (Instruments which produce sound via a vibrating membrane)
	    ▪ Chordophones (Instruments which produce sound via vibrating strings;
	    ▪ Aerophones (Instruments which produce sound via vibrating columns of air)
	    ▪ Electrophones (Instruments which produce sound electronically)
	o Find important musical instruments of the countries chosen
	o Study ethnological elements of each country seeking information on the Internet

Instru-ments	o Search for information of the relevant countries o Search for information and videos on Youtube about musicians who play these instruments
Musicians	o Classify musicians by country of origin o Classify musicians by musical period o Classify each musician's music by musical genre o Find out more details about the lives of those musicians o Look for important musical works on Youtube
Orchestras	o Discover the orchestral world o Learn about the structure of Orchestra o Learn about the categories of musical instruments o Listen to important recordings on Youtube
Operas	o Study the great singers of opera and categorise by country o Learn about the most important operas o Find information about opera houses o Listen to important interpretations and to the voice of important singers on Youtube
Jazz	o Look for important jazz musicians o Find the important Jazz periods o Learn about Jazz periods o Listen to important recordings of jazz on youtube

Composers	o Classify composers:
	    o by country
	    o by music period
	    o by style
	o Learn about each composer's life

Conductors	o Classify composers:
	    o by country
	    o by music period
	    o by style
	o Learn about each composer's life
	o Learn about major concerts and presentations

Summary

In the present study we have seen how specific stamp thematics can be used as a pedagogical tool for teaching music and more specifically history of music, musical instruments, and ethnomusicology. Table 1 shows some online source for teachers and students. Table 2 presents a series of important pedagogical activities using stamps. Those activities aim at highlighting how students, through stamps observation and research can discover information about music and music-related topics. This article also helps us in understanding how students, through stamps, can discover other cultures and nations and acquire an affordable hobby that is both educational and fun. In conclusion, we can confirm that art can prove very useful in the education. Philately and music-related stamp collections can be a major and effective educational tool for teachers and the educational system itself in promoting cross-cultural dialogue and interaction. Last, this pedagogical approach using stamps can bring students closer to philately. Students will learn how to collect stamps, become familiar with several collections, ways of observation, and the artistic value of the stamps.

Kopsavilkums. *Mūsdienu atšķirīgajā sabiedrībā ir svarīgi nodrošināt harmonisku mijiedarbību starp cilvēkiem un grupām ar daudzām, dažādām un dinamiskām kultūras identitātēm kā arī vēlmi pastāvēt līdzās. Tādējādi dialoga starp kultūrām un cilvēkiem veicināšana var notikt tikai, balstoties uz kulturālās daudzveidības atzīšanu un cienīšanu. Pedagogiem vajadzētu veidot izglītojošus pasākumus un stratēģijas, lai starpkultūru dialogs un mijiedarbība varētu notikt. Filatēlija un mūzika ir divi līdzekļi, kas var palīdzēt skolotājiem šajā virzienā. Filatēlija ir pastmarku, pasta vēstures un citu ar to saistītu lietu petīšana. Filatēlija ir neticams ceļojums pastmarku pasaulē, kas dod unikālu ieskatu valsts kultūrā un vēsturē. Pastmarku kolekcijas ietver sevī plašu tēmu klāstu. Autors uzskata par lietderīgu šajā rakstā aktualizēt tematiku saistītu ar mūziku, mūzikas instrumentiem, slaveniem mūziķiem utt. Pētījuma mērķis ir atklāt, kā īpaša pastmarku tematika var tikt izmantota kā mācību līdzeklis mūzikā un, jo īpaši, mūzikas vēsturē, mūzikas instrumentos un etnomuzikoloģijā. Tā mērķis ir arī atklāt, kā studenti, izmantojot novērošanu un pētniecību, var atrast informāciju par citām kultūrām un nācijām, uzsākot radošu un pieejamu hobiju, kas ir gan izglītojošs, gan izklaidējošs. Visbeidzot, šis pētījums atklāj, kā filatēlijas un pastmarku kolekcijas, kas saistītas ar mūziku, var kļūt par efektīvu mācību līdzekli skolotājiem un izglītības sistēmai, lai veicinātu starpkultūru dialogu un mijiedarbību.*

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