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Is Music the Key to
Success?

Professional
Development eKit



The Official Journal of the Arkansas Music Educators Association



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President's Note



President's Note

Amber Moss- ArkMEA President

Celebrate-

We've had an amazing start to 2018, and we are just getting started.

At the Arkansas All-State Conference, we had our first Leadership Summit. We heard from exceptional leaders such as, Dr. Sarah Labovitz (Arkansas State University), Dr. Brandon Robinson (Wake Forrest University), and Dr. David Robinson (McMurry University), Jenny Hainen (ArkMEA Elementary Chair), Karyna Johnson (ArkMEA General Music Chair), and Jeaneau Julian (Terry Elementary, Little Rock).

The day was filled with information for collegiate members, novice teachers, veteran teachers, and we ended the day with an empowerment drum circle led by The Healing Beat, LLC.

I announced our focus for the 2018 year would be our aim of *Celebrating*. Please let us know how we can celebrate you in your work! We've already seen some excellent examples of stellar musicianship, and awards. We are celebrating school districts in Arkansas who go above and beyond to support the arts! Please let us know if your district would like to be celebrated.

NAfME designates March as Music in Our Schools Month (MISOM). Bart Dooley did an immaculate job leading our MISOM Capitol Concerts. The two days were filled with musicians from all across our beautiful state. I was so honored to be able to participate on Wednesday, and it was definitely the highlight of March for me. Please make plans to participate in this epic event in 2019. The students who participate leave with an amazing sense of self, a positive purpose, and an empowered attitude.

I think Stevie Ray Vaughn said it best:

"I've put my life back together, but it's all a growing process and that's neat, too, because if you stop growing, what good is it musically? So that is what I am looking forward to - growing."

ArkMEA is looking forward to growing in 2018. Just like musicians, we are transitioning to become a better organization to serve you. We will not be offering a Fall Professional Development Conference this November. Instead, we are partnering with the ADE and AETN to make professional development accessible to Arkansas music teachers. Together, we are organizing a one day summer professional development which will be simulcast across the state on July 24, 2018. Be sure to keep an eye on our website for information about the honor choir and honor strings program.

This is going to be unforgettable, you won't want to miss it!

With the end of the school year comes a little time for reflection. I have really connected with this quote:

"I have only one thing to do, and that's be the wave that I am, and then sink back into the ocean."-Fiona Apple

How can you help others ride your wave and then settle back into the current of the water? What will drive you to rise again? Will your wave crash on the sand and cause a ripple effect? There is so much energy behind a wave, and it's never stagnant. Figure out how to place your energy, then...

Go- make a wave!

Amber Moss, ArkMEA President



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21 Questions To Reflect On Your Teaching This Year So Next Year Is Better

by Terry Heick

I don't know how your school year is going and/or 'went' (depending on when you're reading this).

Maybe it was amazing. Maybe you think it went amazing and it wasn't. Maybe you think it went poorly and it was really amazing. Maybe you think it went poorly and it did.

Maybe all of these adjectives aren't nearly sufficient to evaluate the performance of what is, increasingly, one of the most complex (and often thankless) jobs in the public consciousness today?

So here's a quick post—some questions to help you reflect on this school year so that you can head into the summer with a sense of 'what just happened.'

How can you grow this summer to make next year easier? Better? More fun? More efficient? More grateful?

1. When were students at their best this year? How did the year go, and how do I know?
2. What did I think was going to go well, but maybe didn't? What was a complete waste of time? What can I learn from that experience? Should I tweak it and try it again, or just take an idea from that experience and use it in a different way?
3. If I was watching a time-lapse of me teaching all year—a year-long, fast-motion video—what would I notice myself doing the most? What about students? Do these need tweaking? How? How can I save time as a teacher?
4. What are the characteristics of a 'high- performing classroom'? How is mine similar? Different? How should I respond?
5. What do I tend to underestimate and overestimate as a teacher, and how does it affect my effectiveness?
6. What do I tend to 'look for' as a teacher, and how does that affect my teaching? What do other teachers 'look for' and what can I learn from that? (What other perspectives and data points and classroom management strategies and relationship-building strategies, etc.)
7. What are the indicators of great teaching in your mind? What is your personal teaching philosophy? Can it be reflected on and revised to better serve your teaching and the learning of your students?
8. How are teaching and learning changing, and how should my own pedagogy adapt as a result?
9. What are three key moments with students this year that stand out for me more than any others, and why?
10. What are three key moments with colleagues this year that stand out for me more than any others, and why?
11. How do I know I'm spending my very-finite time and energy doing the 'right' things as a teacher? What experiences from this year can help me answer that? How specific and actionable things can I do to improve how I use my time inside and outside the classroom?
12. What is one 'big idea/thing' I can focus on this summer to grow as a teacher? Or maybe two or three smaller things?
13. What do I hope students remember from this year next year? In 20 years?
14. What do I do well, and how can I make the most of it to grow students that can think?
15. Of the things that I don't do as well, which are most worth my time to improve?
16. What can I automate in my classroom? What are the tools to do so? What are the goals of the automation (i.e., increased efficiency, saved time, personalized learning for students, etc.)?
17. How can I empower students to make my job easier while also strengthening them as thinkers and doers?
18. What am I most excited about for next year? For example, which learning models, technologies, grouping strategies, teaching conferences, collaboration opportunities, project-based learning ideas, etc., are going to be 'fun' for students?
19. What should I be more grateful for, and how might that gratitude help me grow? Where do I 'beat myself up' as a teacher but need to stop? Where do I 'beat myself up as a teacher' and need to respond and grow?
20. What can I do as a teacher to change the lives of students, and how can I do it even better next year?
21. What do I do that makes teaching fun for me? What do I sometimes do that can make feel teaching unsustainable for me? How can I learn from each?

This article is reprinted with permission and originally appeared on TeachThought.

<https://www.teachthought.com/pedagogy/20-questions-to-reflect-on-your-teaching-this-year-so-next-year-is-better/>



Celebrating the Life of Lance Turner



Lance Aaron Turner, 33, of Ward, Arkansas, went to be with his Heavenly Father on May 2, 2018. He was the elementary music teacher at Hazen. Lance was a member of Faith Baptist Church in Cabot. He is survived by his wife, Kristina Turner of Ward; two sons, Benjamin and Braiden Turner of Ward; daughter, Katelyn Turner of Ward; his father, Larry (Maria) Turner of Cabot; mother Cynthia (Cecil) Blansett of Conway; one sister, Laura Chambers of Fort Smith; two half sisters Lauren and Loretta Turner of Cabot; his grandmother Delores Ward of St. Louis, Missouri; and his in-laws Brent and Karen Bailey of Ward.

Lance's presence on the ArkMEA Board as Region Representative Chairman and the Representative of the East Central Region will be missed.

ArkMEA would like to offer our membership the opportunity to support Lance's family. If you would like to provide his family with a monetary donation please mail your gift to:

Jaree Hall, ArkMEA Treasurer
249 Sullivan Road
Nashville, AR 71852

The Power of Three

ArkMEA + ADE + AETN

July 24th, 2018

One-Day

Summer Professional Development

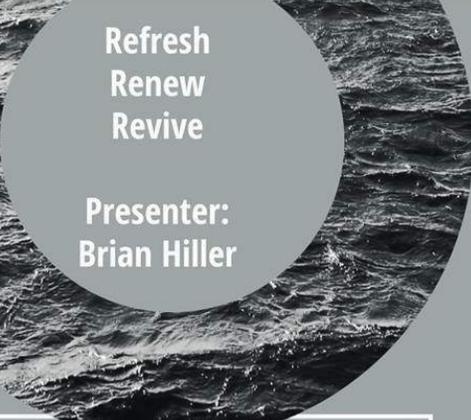
9:00 am - 4:00 pm

This summer ArkMEA is collaborating with the Arkansas Department of Education and AETN to provide a one-day professional development opportunity for Arkansas music educators. Clinician Brian Hiller will be leading interest sessions for middle-level choir teachers as well as elementary and general music teachers. Topics include, but are not limited to, hands-on activities incorporating movement and instruments, K-6 music curriculum development, interdisciplinary grade-level music performance ideas, and choral repertoire.

To attend this professional development opportunity in person at the Mosaic Templars Cultural Center in Little Rock, please submit the registration form below along with payment.

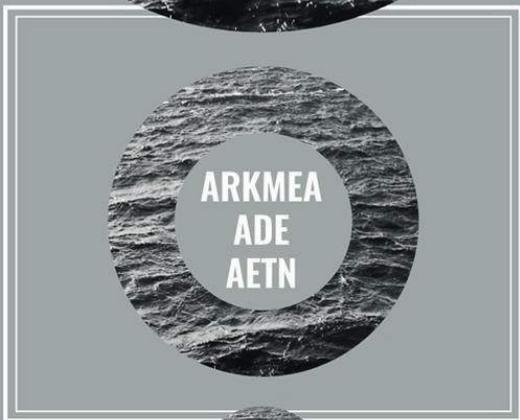
AETN will be live streaming this professional development opportunity to all education co-ops throughout Arkansas. To register for and attend a live-stream of this event, please contact your respective co-op.

To register for the in-person session in Little Rock, visit www.arkmea.org



Refresh
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Revive

Presenter:
Brian Hiller



ARKMEA
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7.24.18

Professional Development eKit for the Music Teacher

Daniel Abrahams, University of Arkansas - Fayetteville

Alden Snell, Eastman School of Music

Lisa Gruenhagen, Bowling Green State University

Note: Alden Snell and Lisa Gruenhagen wrote on behalf of the Professional Development for Experienced Teachers Area of Strategic Planning and Action, part of the Society for Music Teacher Education. Infographic created by Daniel Abrahams and Peter Hamby, University of Arkansas.

Music teacher professional development is critical to improving instruction and increasing teacher retention. To disseminate elements of effective professional development, members of NAFME's Society for Music Teacher Education "Professional Development for Experienced Teachers" and "Professional Development for Beginning Teachers" areas for Strategic Planning and Action created a Professional Development eKit, available at <https://nafme.org/my-classroom/professional-development/professional-development-ekit/> . In Figure 1, we share a visual of the eKit you can share with fellow teachers, administrators, and professional development providers.

The Professional Development eKit is based on seven fundamental principles of professional development. We share each principle, accompanied by a brief description. We then offer suggestions for aligning these principles with existing professional development opportunities in your state.

Effective Professional Development...

Is musical. Music teacher professional development should be content and context specific, providing teachers opportunities to improve their own musicianship while learning ways to improve their students' musicianship. Teachers with an instrumental music background may require support when asked to teach general music or a music technology course. Similarly, a change in grade levels taught could necessitate a refresher in skills and techniques for teaching different age groups.

Is not "one size fits all"—it differentiates between needs of beginning and experienced teachers. Effective mentoring is important for beginning teachers. Their needs are unique depending on context of their new position and their teacher preparation experiences. Early- to mid-career teachers need support in making changes to improve student achievement; one way to do this is to study teaching practice. Veteran teachers require ways to organize their wisdom to help newcomers and find ways to stay current with contemporary educational policy and expectations.

Places teachers in a supportive community of learners. Collaboration with a community of peers is critical to combating music teacher isolation, a common challenge for music educators. Communities can be formed in many ways, including in person at the school, district, county, or state level, or online. Teachers may find it helpful to participate in a community of teachers who teach similar content, grade levels, or years of teaching experience.

Is voluntary and features autonomy and choice. Teachers learn best when they have input choosing their role. Beginning and early career teachers may benefit from release time for observing other teachers. Mid- to late-career teachers may benefit from facilitating teacher meetings or mentoring student teachers. Providing teachers choice in how professional development is delivered (e.g., online, face-to-face, lectures, small- or large-group learning) increases teacher engagement in the professional development being offered.

Provides opportunity for reflection in a cycle of innovation, feedback, and reconsideration. A cyclical process of learning is more effective than brief, sporadic attempts at trying new things. Reflection and feedback work best when teachers have support from colleagues who share similar professional concerns and who will encourage them in a nonthreatening manner. Creating shared experiences and understandings through participation in collaborative reflection with colleagues is key to ongoing learning and the implementation of new ideas.

Is sustained, with ample site-specific support for classroom implementation. Professional development involves more than single conference presentations or in-service days. More than an hourly requirement, professional development is a long-term approach to learning: a semester-, year-, or career-long venture. Taking a course, joining a PLC, or regular attendance at state, regional, or national MEA conferences are all important pieces of comprehensive PD. Each of these can be even more impactful when teachers attend with colleagues with whom they can reflect on these shared experiences and who can offer support in translating new concepts and ideas into the shared local school site and into each unique classroom context.

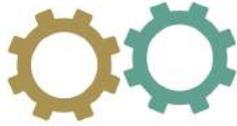
Results in teacher learning and improved practice. Teachers who engage in sustained efforts to improve their teaching develop a vision and understanding about teaching, learning, and students. Along with this curricular vision, teachers develop dispositions, practices, and tools that support their teaching and enhance student achievement. They report improved job satisfaction and increased feelings of efficacy. Teacher learning usually improves teachers' methods for supporting their students' growth and development.

Finding Good Models for PD

When looking for models of effective PD, start by reviewing your state's requirements. For example, the Arkansas State Department of Education strongly recommends downloading the Rules for Professional Development which contains a comprehensive list of approved professional development activities

(<http://www.arkansased.gov/division/educator%20effectiveness/educator-licensure/renewing-a-license>).

Participation in local, state, and national conferences, workshops, and institutes is first on the list of approved activities. ArkMEA's Journal, their website, and social media pages are great resources for learning about upcoming PD opportunities. Other forms of PD include mentoring, National Board Certification, college and university coursework, and action research. Share the eKit with your administrators, Human Resources Department, and your district music supervisor. If you are interested in participating in shared PD experiences with your colleagues, consider sharing the eKit with them as you design your personal professional development plans.



MUSIC EDUCATION PROFESSIONAL DEVELOPMENT eKIT



- 1 IS MUSICAL
- 2 DIFFERENTIATES BETWEEN NEEDS OF BEGINNING AND EXPERIENCED TEACHERS
- 3 PLACES TEACHERS WITHIN A SUPPORTIVE COMMUNITY OF LEARNERS
- 4 IS VOLUNTARY, FEATURING ELEMENTS OF AUTONOMY AND CHOICE

- 5 PROVIDES OPPORTUNITY FOR REFLECTION IN A CYCLE OF INNOVATION, FEEDBACK, AND RECONSIDERATION
- 6 IS SUSTAINED, WITH AMPLE SITE-SPECIFIC SUPPORT FOR CLASSROOM IMPLEMENTATION
- 7 RESULTS IN TEACHER LEARNING AND IMPROVED PRACTICE

EXPANDED EXPLANATIONS OF THE 7 ESSENTIAL ELEMENTS MAY BE ACCESSED AT:
[HTTP://WWW.NAFME.ORG/MY-CLASSROOM/
PROFESSIONAL-DEVELOPMENT/
PROFESSIONAL-DEVELOPMENT-EKIT/](http://www.nafme.org/my-classroom/professional-development/professional-development-ekit/)

Read to Succeed: Check out the following resources for your own and others' professional development:

The Musician's Journey: Crafting Your Career Vision and Plan by Jill Timmons (Oxford University Press, 2013; www.oup.com)

The Music Teacher's First Year by Elizabeth Peterson (Meredith Music Publications, 2011, www.meredithmusic.com)

The First Days of School by Harry K. Wong and Rosemary T. Wong (Harry K. Wong Publications, 2009; www.effectiveteaching.com)

Travel to learn: Attend your state/regional music educators conferences, as well as national events such as the following, to stay current, network with colleagues, and gain professional development credit for sessions attended:

NAFME National In-Service Conference, November 2017, Dallas, TX (This conference features numerous opportunities for subject-based professional development and the chance to observe nationally-known music educators in action).

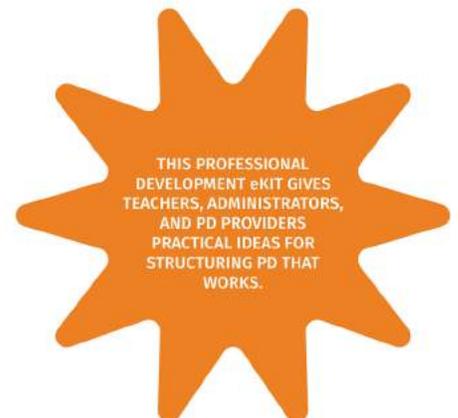
Some Helpful Professional Development Resources

Start where you stand: Your state music education association is a good place to start. See a list of all the Federated State Associations of the National Association for Music Education (NAFME).

Know the ropes: If your district has a supervisor of music or fine arts, he or she might be a wonderful source of professional development ideas, as well as the person who knows what's needed to stay current.

Consider online learning: Many colleges and universities are now offering distance learning. Online courses offer convenience and access to many topics. Many classes are free or low-cost, but some are as pricey as on-campus offerings. Check each school's offerings, and make sure the credits you earn will qualify toward professional development in your jurisdiction. Keep excellent records of what you pay and what you learn; there may be tax credits or professional deductions available to you.

Learn to teach guitar: Teaching Guitar Workshops (TGW) are five-day professional development opportunities that help you start or enhance a classroom guitar program. TGW, sponsored by NAFME, GAMA, NAIMM and Duquesne University, also provide three graduate credits, a guitar, method books, and guitar accessories to attendees. NAFME members are encouraged to attend one of these weeklong events. For site locations, applications and for more information, visit www.guitaredunet.org. To get your name on the list to take a TGW I, the first level (where participants receive the graduate credit and the instrument), please contact webmaster@guitaredunet.org.



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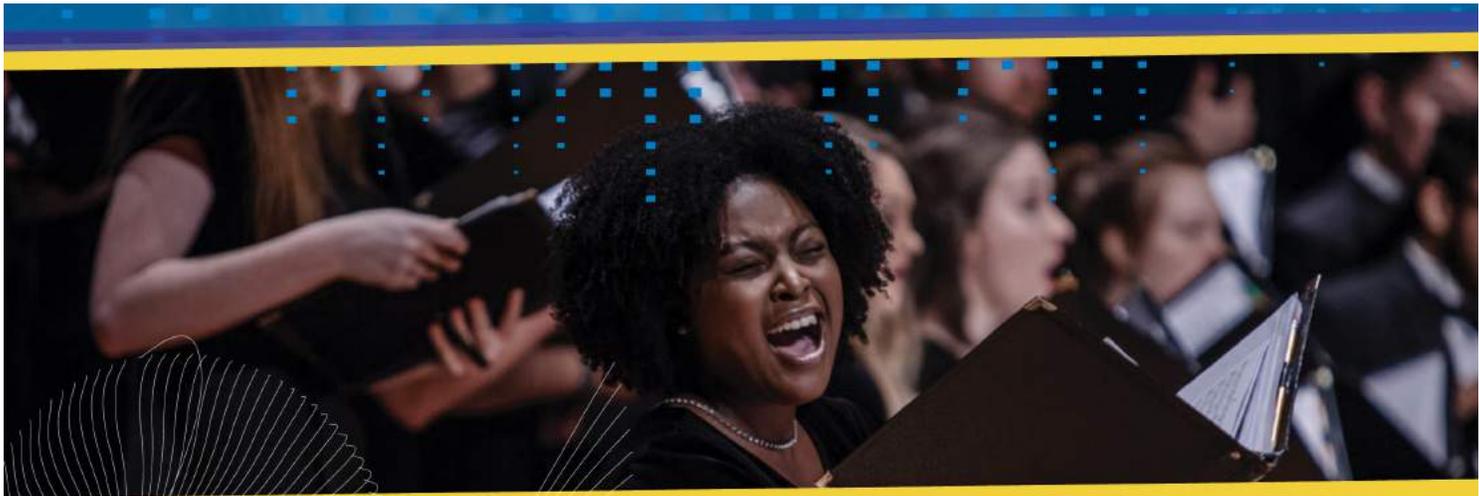
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ArkMEA Capitol Concert- March 2018

Bart Dooley, Chairman

The 21st Annual Capitol Concert was held on two beautiful Spring days, March 14th and 15th in the rotunda of the Arkansas State Capitol. Over 1000 students from 16 schools from all corners of the state joined their voices in singing the music of the 2018 Concert for Music In Our Schools Month. This year's musical selections included "The Star Spangled Banner", "America the Beautiful", "The Rock Island Line", "Arkansas State Song", "Sing Alleluia!" and included a brand new song entitled "Singing Together" to accompany this year's theme .

Before the concert portion of the program, schools were invited to perform individual selections. It is always nice to hear the choirs perform.

Bart Dooley welcomed the large crowd of onlookers including lots of parents from participating schools. Mrs. Amber Moss from Lakeside Jr. High School in Hot Springs who is the president of the Arkansas Music Educators Association gave a wonderful advocacy speech with some of her students on Wednesday. Special musical guests for Wednesday's concert was Dr. Steven Lance and his son Harry playing the lap dulcimer and hammered dulcimer. Thursday's special guest speaker was Patty Oeste with her Ruth Doyle Middle School Choir.

This year's participating choir's -

Wednesday, March 14th

Southside Elementary - Dawn Harris
Southside Middle School - Adam Prince
Taylor & Gandy Elementary - Ann Tibbs
Camden Fairview Intermediate School - Lisa Hollis
Ivory Primary School - Lisa Hollis
Ida Burns Elementary School - Bart Dooley
White County Central - Alicia Davidson
Jonesboro Visual & Performing Arts - Mary Jackson
Peake New Addition Choir - Laura Cornelius
Angie Grant Elementary - Jennifer Lunsford

Thursday, March 15th

Monticello Intermediate School - Haley Greer
Rivercrest Elementary - Candace Hawkins
Nashville Elementary - Jaree Hall
Lingle Middle School - Glenda McArdle
Elmwood Middle School - Marta Holt
Ruth Doyle Middle School - Patty Oeste
Noble/Allbritton Elementary - Darla Humes

ArkMEA Capitol Concert



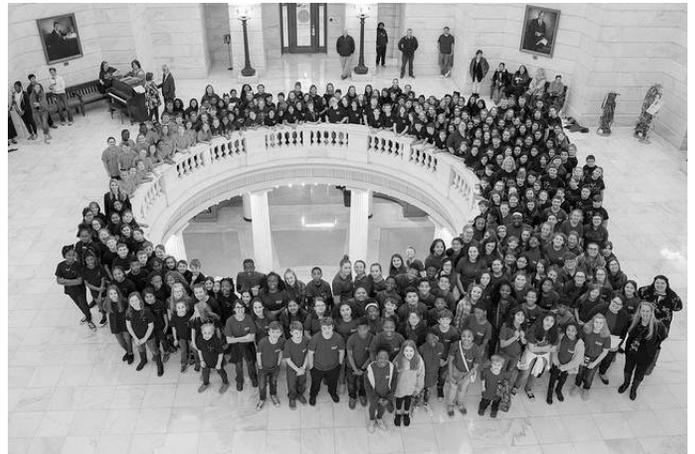
Amber Moss, ArkMEA President, advocates for music in Arkansas.



Wednesday's Mass Choir



Dr. Stephen Lance and his son Henry play the dulcimer and hammered dulcimer.



Thursday's Mass Choir



Bart Dooley, Music in Our Schools Chairman, gives the welcome.



Patsy Oeste, director at Ruth Doyle Middle School, was the guest speaker.

All photos courtesy of Lori McElroy, staff photographer for the Arkansas Secretary of State.

Is Music the Key to Success?

Joanne Lipman

CONDOLEEZZA RICE trained to be a concert pianist. Alan Greenspan, former chairman of the Federal Reserve, was a professional clarinet and saxophone player. The hedge fund billionaire Bruce Kovner is a pianist who took classes at Juilliard.

Multiple studies link music study to academic achievement. But what is it about serious music training that seems to correlate with outsize success in other fields?

The connection isn't a coincidence. I know because I asked. I put the question to top-flight professionals in industries from tech to finance to media, all of whom had serious (if often little-known) past lives as musicians. Almost all made a connection between their music training and their professional achievements.

The phenomenon extends beyond the math-music association. Strikingly, many high achievers told me music opened up the pathways to creative thinking. And their experiences suggest that music training sharpens other qualities: Collaboration. The ability to listen. A way of thinking that weaves together disparate ideas. The power to focus on the present and the future simultaneously.

Will your school music program turn your kid into a Paul Allen, the billionaire co-founder of Microsoft (guitar)? Or a Woody Allen (clarinet)? Probably not. These are singular achievers. But the way these and other visionaries I spoke to process music is intriguing. As is the way many of them apply music's lessons of focus and discipline into new ways of thinking and communicating — even problem solving.

Look carefully and you'll find musicians at the top of almost any industry. Woody Allen performs weekly with a jazz band. The television broadcaster Paula Zahn (cello) and the NBC chief White House correspondent Chuck Todd (French horn) attended college on music scholarships; NBC's Andrea Mitchell trained to become a professional violinist. Both Microsoft's Mr. Allen and the venture capitalist Roger McNamee have rock bands. Larry Page, a co-founder of Google, played saxophone in high school. Steven Spielberg is a clarinetist and son of a pianist. The former World Bank president James D. Wolfensohn has played cello at Carnegie Hall.

"It's not a coincidence," says Mr. Greenspan, who gave up jazz clarinet but still dabbles at the baby grand in his living room. "I can tell you as a statistician, the probability that that is mere chance is extremely small." The cautious former Fed chief adds, "That's all that you can judge about the facts. The crucial question is: why does that connection exist?"

Paul Allen offers an answer. He says music "reinforces your confidence in the ability to create." Mr. Allen began playing the violin at age 7 and switched to the guitar as a teenager. Even in the early days of Microsoft, he would pick up his guitar at the end of marathon days of programming. The music was the emotional analog to his day job, with each channeling a different type of creative impulse. In both, he says, "something is pushing you to look beyond what currently exists and express yourself in a new way."

Mr. Todd says there is a connection between years of practice and competition and what he calls the "drive for perfection." The veteran advertising executive Steve Hayden credits his background as a cellist for his most famous work, the Apple "1984" commercial depicting rebellion against a dictator. "I was thinking of Stravinsky when I came up with that idea," he says. He adds that his cello performance background helps him work collaboratively: "Ensemble playing trains you, quite literally, to play well with others, to know when to solo and when to follow."

For many of the high achievers I spoke with, music functions as a "hidden language," as Mr. Wolfensohn calls it, one that enhances the ability to connect disparate or even contradictory ideas. When he ran the World Bank, Mr. Wolfensohn traveled to more than 100 countries, often taking in local performances (and occasionally joining in on a borrowed cello), which helped him understand "the culture of people, as distinct from their balance sheet."



Credit: Anna Parini

It's in that context that the much-discussed connection between math and music resonates most. Both are at heart modes of expression. Bruce Kovner, the founder of the hedge fund Caxton Associates and chairman of the board of Juilliard, says he sees similarities between his piano playing and investing strategy; as he says, both "relate to pattern recognition, and some people extend these paradigms across different senses."

Mr. Kovner and the concert pianist Robert Taub both describe a sort of synesthesia — they perceive patterns in a three-dimensional way. Mr. Taub, who gained fame for his Beethoven recordings and has since founded a music software company, MuseAmi, says that when he performs, he can "visualize all of the notes and their interrelationships," a skill that translates intellectually into making "multiple connections in multiple spheres."

For others I spoke to, their passion for music is more notable than their talent. Woody Allen told me bluntly, "I'm not an accomplished musician. I get total traction from the fact that I'm in movies."

Mr. Allen sees music as a diversion, unconnected to his day job. He likens himself to "a weekend tennis player who comes in once a week to play. I don't have a particularly good ear at all or a particularly good sense of timing. In comedy, I've got a good instinct for rhythm. In music, I don't, really."

Still, he practices the clarinet at least half an hour every day, because wind players will lose their embouchure (mouth position) if they don't: "If you want to play at all you have to practice. I have to practice every single day to be as bad as I am." He performs regularly, even touring internationally with his New Orleans jazz band. "I never thought I would be playing in concert halls of the world to 5,000, 6,000 people," he says. "I will say, quite unexpectedly, it enriched my life tremendously."

Music provides balance, explains Mr. Wolfensohn, who began cello lessons as an adult. "You aren't trying to win any races or be the leader of this or the leader of that. You're enjoying it because of the satisfaction and joy you get out of music, which is totally unrelated to your professional status."

For Roger McNamee, whose Elevation Partners is perhaps best known for its early investment in Facebook, "music and technology have converged," he says. He became expert on Facebook by using it to promote his band, Moonalice, and now is focusing on video by live-streaming its concerts. He says musicians and top professionals share "the almost desperate need to dive deep." This capacity to obsess seems to unite top performers in music and other fields.

Ms. Zahn remembers spending up to four hours a day "holed up in cramped practice rooms trying to master a phrase" on her cello. Mr. Todd, now 41, recounted in detail the solo audition at age 17 when he got the second-highest mark rather than the highest mark — though he still was principal horn in Florida's All-State Orchestra.

"I've always believed the reason I've gotten ahead is by outworking other people," he says. It's a skill learned by "playing that solo one more time, working on that one little section one more time," and it translates into "working

on something over and over again, or double-checking or triple-checking.” He adds, “There’s nothing like music to teach you that eventually if you work hard enough, it does get better. You see the results.”

That’s an observation worth remembering at a time when music as a serious pursuit — and music education — is in decline in this country.

Consider the qualities these high achievers say music has sharpened: collaboration, creativity, discipline and the capacity to reconcile conflicting ideas. All are qualities notably absent from public life. Music may not make you a genius, or rich, or even a better person. But it helps train you to think differently, to process different points of view — and most important, to take pleasure in listening.

Joanne Lipman is a co-author with Melanie Kupchynsky, of the book “Strings Attached: One Tough Teacher and the Gift of Great Expectations.”

This article originally appeared as an online article for the Sunday Review section of the New York Times. Reprinted with permission.

A version of this op-ed appears in print on October 13, 2013, on Page SR9 of the New York edition with the headline: Is Music the Key to Success?.

Founded in 1954, The Arkansas Music Educators Association is a federated state association of the National Association for Music Education which represents more than 140,000 music educators and students worldwide. ArkMEA shall be the leading advocate for essential and quality music education in Arkansas.

The purpose of ArkMEA shall be the advancement of all music education in Arkansas.

Mission:

The mission of ArkMEA is to equip current and future generations of music educators through quality professional development opportunities and to encourage music making as a lifetime activity.

Goals:

Ensure that every student will have access to a sequential, balanced, and comprehensive program of music education taught by certified music educators

Recruit, retain, and revitalize music educators through quality professional development

Perpetuate a collaborative network of music and education organizations, corporations, and state agencies, creating greater awareness of the value of music education



3 Reasons Why It's Important to Celebrate Yourself Everyday

Stefan James

I would like to share with you **3 reasons why it's important to celebrate yourself every day**. The reality is that we live in a fast-paced world. We are taught that "accomplishment" means getting as much done in a day as you possibly can. However, too many of us don't take the time to reflect on our accomplishments. When was the last time that you stopped and took a moment to celebrate and reward yourself? If you struggle with this notion, you aren't alone.

Oftentimes, self-promotion has been associated with arrogance. In his groundbreaking book, *The Portable Coach: 28 Sure Fire Strategies For Business And Personal Success*, Thomas Leonard shared his 28 Laws of Attraction. In # 7, Market Your Talents Shamelessly, he shares a brilliant distinction between confidence and arrogance. He says, "Confidence is knowing exactly what you do well and don't do well; arrogance is a way to cover up what you don't do well." When you celebrate your successes, it will motivate you to achieve more, which in turn, will elevate your confidence even more.

As part of my morning ritual, I spend one minute every day celebrating my life, which puts me into a high vibrational state. When I do so, I experience an abundance of joy and fulfillment, which inspires me to do and achieve more. In the words of Oprah Winfrey, "The more you praise and celebrate your life, the more there is in life to celebrate." You deserve to have your accomplishments and unique personality be recognized. When you condition your mind for success, anything is possible. If you don't celebrate yourself, then who will celebrate you?

Don't wait until you've reached your goals to be proud of yourself. Celebrate every step along the way. Entrepreneur Gary Vaynerchuk acknowledges that he has a hard time celebrating wins because he "loves the climb." However, if you are always focusing on 'what is next', then you will feel depleted. When you celebrate the small wins that you make, no matter how tough life gets, it will create the confidence and momentum that you need in order to keep going. According to an article in the *Harvard Business Review*, there is power in small wins, and it's the fulfillment that comes from making progress on meaningful goals.

Here are 3 reasons why it's important to celebrate yourself every day.

1. It Reminds Us To Enjoy the Journey

If you are constantly doing and not being, you will miss out on all the beautiful moments in life. Oftentimes, we take life too seriously and we become so attached to the final outcome that we forget to enjoy the journey. It's great to be ambitious; however the key is to develop a mindset that allows you to pursue big things in life, without sacrificing the small things that make life worth living.

Take a moment every day, stop what you are doing, celebrate, and savour the moment. Life is not a race. When you learn to find joy in the journey, the destination feels all the more worthwhile. When is the last time that you stopped to 'smell the roses', so to speak?

2. It Reminds Us To Be Grateful

Gratitude is the key to living a happy and fulfilled life. It is one of the greatest gifts that we can give to ourselves. Celebrating yourself means taking the time to be genuinely grateful for your life. Unfortunately, it is easy to lose touch with gratitude. A lot of people are so focused on celebrating the highs of life, that they tend to lose sight of the small things in life that bring them the most joy. Celebrating your life every day is a way to develop an attitude of gratitude that can shift your entire perspective on life.

Research by Dr. Robert A. Emmons, professor of psychology at the University of California shows that those who celebrate life by practicing gratitude tend to be more creative, bounce back more quickly from adversity, have a stronger immune system, and have stronger social relationships than those who don't. There are too many benefits to count. What are you grateful for? Celebrate your blessings every day and watch your life change for the better.

3. It Increases Our Confidence

Many of us have limiting beliefs about ourselves in at least one area of our lives, which results in a decrease in confidence. The more that you celebrate yourself, the more your confidence raises. When you do so, you are telling the Universe that you are unstoppable, which in turn, attracts more positive energy into your life. Not only that, but when you radiate confidence, it inspires others to be confident as well. Don't ever hold back. Be proud of who you are and what you have accomplished. You step into your power when you are able to master this skill. Are you ready to own your amazingness?

These are 3 reasons why it's important to celebrate yourself every day. When you take time every day to acknowledge the little actions that you are taking towards the achievement of your goals, you strengthen those actions. In what ways can you acknowledge yourself today? Take a moment and think about what you have accomplished. To love yourself means to celebrate the very existence of who you are. Hold yourself in high regard. You deserve it.

This article originally appeared as part of a series for www.projectlifemastery.com. Reprinted with permission.

Editor's Note

Katie Kuhn

"To live is the rarest thing in the world. Most people exist, that is all."- Oscar Wilde

"Art, in itself, is an attempt to bring order out of chaos."- Stephen Sondheim

These two quotes are burned into two small wooden plaques that live in my "office" (read: desk in the corner of an overly crowded classroom overflowing with dried-up markers and a seemingly perpetually empty coffee cup.)

The first was presented to me by a dear friend just when I needed it; the second by a student several years ago. We, as music educators, have one of the most unique opportunities in the world. We are given impressionable young minds every day with the time and talent to fill them with knowledge and joy for music and life. My mentor once told me, "You don't choose music. Music chooses you." I feel wholeheartedly that she was right. By the time each of us gets back home at the end of the day, we have seen hundreds of children, dried their tears, celebrated their victories, been called "Mom" or "Dad", taught new concepts, reviewed previous concepts, connected our concepts to core subjects, sang, danced, played, and provided them a section of their day to express themselves. We will get up and do it again tomorrow.

A member of my 8th grade team placed a piece of paper in my mailbox last week that simply read "Chaos Coordinator". I feel like that's the most accurate job title I've ever held. Some days I finish the day on top of the world, knowing I made a difference. Other days, I feel like I've fought single handedly against everyone and everything. We've all been there. It's especially easy at this point in the year to teeter on the edge of burnout. We let someone or something steal our joy. We feel consumed by the chaos instead of ready to embrace it.

But here's what it boils down to: YOU MATTER. WHAT YOU DO MATTERS. Non-negotiable. End of story. "No matter how you feel, get up, dress up, and show up," says Regina Brett. I'll add one more to Ms. Brett's trifecta: Never give up.

Our profession begins all others. Every musicians, actor, doctor, lawyer, preacher, zoo keeper, and everything in between first had a teacher. Children are the future, but we sculpt it with our bare hands every day in our classrooms. Are you teaching or coasting out the last few days? Are you living or are you existing? Are you embracing the chaos or is the chaos embracing you?

Life is fleetingly wonderful. Love it. Live it. Embrace it. Celebrate it.

A woman with long, wavy brown hair is smiling and playing an electric violin. She is wearing a white long-sleeved blouse with black accents. The background is dark, and there is a faint, larger image of her playing the violin in the upper left corner.

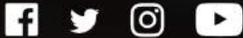
“My YEV is perfect for any and all performance situations — from the concert hall to Coachella. With a masterful blend of sophistication and edginess, it has the best tone quality of any electric violin.”

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