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My idea is that there is music in the air, music all around us; the world is full of it, and you simply take as much as you require.

~Edward Elgar
Advocacy Through Relationships
By Raleigh “Butch” Eversole, CMEA President

Greetings!

Our effort to advocate for music, our students, and ourselves is an important but never-ending mission for music educators and musicians of all levels. A sincere and natural way for music educators to advocate for our subject and students is through building relationships with other staff and our community. Following is a stream of consciousness list of a few of the many ways that we can incorporate in this effort.

- A short, handwritten thank you note to counselors, administrators, custodians, parents, and others goes a long way to build a positive relationship. Including a Hershey’s “Symphony” chocolate bar cleverly connects our gratitude to our subject.
- Be sure to recognize your administrator—face to face—when s/he is deserving. Our administrators hear mostly complaints from us, from parents, and from many more. They do their best to dole out praise, but often don’t receive it themselves.
- If you have any school apparel for your program, be sure to provide some as gifts to other staff, especially custodians, secretaries, and administrators.
- Consider observing other classroom teachers for professional development. We can learn a lot of other disciplines that we can apply to our teacher. Doing so is a great sign of respect for your colleagues.
- Attend school events. We can’t live in our own world. Our attendance supports our students, our colleagues, and our schools.
- Be sure to provide “congratulations” to students, coaches and club sponsors when deserved. Don’t we enjoy kudos after our performances and accomplishments? Communication builds relationships. These relationships begin with students, parents, and families. They talk, and we have a reputation—whether or not we want one.
- Praise students and parents, both publicly and privately. Send unexpected emails to parents, students, and staff recognizing their work or progress.
- Remember names of parents and former students. Ask about former students when you see family members.
- Say ‘yes’ to some community invitations. We can’t perform for everything, but we can do some things. We can’t attend every student’s special ceremony, but we can attend some.
- Invite administrators or community ‘celebrities’ to be guest performers on your concerts or programs. They may serve as a ‘conductor,’ character, narrator, Master of Ceremonies, etc.
- Finally, do whatever you can to be proactive with your community, central administration, school board/governing body. Be sure those entities always hear about the great things you do for your students!

None of these ideas are Earth-shattering. Most of us already do many of these things, and some are so natural that we may not even realize we are advocating for music in the process. The key is to remember that our relationships with others is the X-Factor in not just advocacy, but our own effectiveness and happiness as music educators.

Raleigh “Butch” Eversole
He who sings scares away his woes.  
~Cervantes
Welcome back TRI-M Chapters,

I hope your time off was relaxing and meaningful. It is time to start thinking TRI-M again. Is your chapter up and ready to go? Do you need to pay your chapter dues? Remember your activation is only good for a school year and not calendar year. If you paid your dues in March for the year you will need to pay again for this upcoming school year.

Tri-M day will be Wednesday January 24th at the BroadMoor Hotel in Colorado Springs. I am very excited about the schedule for this year. We have Dr. Tim as our Keynote and some very exciting sessions. Mark the date down now and start your fundraising to attend. The cost per student is $25 if paid by January 12th and $35 after the 12th. This fee includes lunch.

Back by popular request is the playing/singing aspect. In the afternoon we will have pedagogy sessions provided by Colorado Mesa University faculty. We will end the conference with a performance of our National Anthem. It will be an event to be remembered.

Do you have a friends that needs to be in TRI-M? Encourage them to start a chapter. If I can help in anyway send me a contact and I will follow up on it.

The beginning of the year is a great time for chapters to dig in and make a difference. Don’t let your chapter be just a conference only organization. Let your students be leaders. You will not be sorry.

Michelle Ewer
Tri-M chair
Southwestern Division Rep
Hello, and Welcome Back, from your Vocal Music Council!

I hope that all of you had a refreshing and enjoyable summer vacation, finding time to actually “get away” from school to enjoy the many opportunities that summer has to offer. I was able to travel a little bit as well as sit at home and enjoy the peace and quiet, and not worry about what was next on my agenda.

During that “sit at home” time, I was able to reflect on “teaching” and “time away from teaching”. There are two questions/topics that I would like to share with you. The first question: was I able to give myself the opportunity to learn, grow, and rejuvenate the love that I have for teaching? Fortunately for me, I could answer ‘yes’. It has been several years since I last attended a summer conference, but something inside of me was telling me that I needed an opportunity to get excited and inspired about teaching again. I needed to be reminded of the basics that I sometimes put aside or lose track of as I get caught up in the school year; and also to discover new ideas that will help motivate ourselves as well as our students. I hope that you were able to take advantage of an educational experience this summer and rekindle your passion for teaching. The second question: am I taking time for myself, or giving myself some “me-time” to keep my life balanced? During the school year, the answer for me most of the time is “no” and I know that I’m at school far more than I should. This summer I rediscovered my “me-time” activities and made an effort to keep those in my summer routine. These activities include exercising, reading, practicing or performing, outdoor time, etc. These are activities that must be balanced within my life during the school year, as well. I know I have to make a conscious effort to make this work so burn out doesn’t set in too quickly. I made a plan and decided when to be at school and when I need to “call it a day” in order to do something different. Is that a priority you could make in your career and life as well? I hope everyone has success in finding and keeping your own “me-time”.

Your vocal council has been hard at work preparing for the 2018 Clinic/Conference. The schedule is packed with many learning and concert opportunities for you. At this date, I will not advertise everything to you (we need to keep some of the suspense for the next journal article), but I do want you to know that our headlining clinician this year will by Dr. Edith Copley from Northern Arizona University. She will provide us with four wonderful sessions (one of those, a reading session) that I’m very excited about. We look forward to her arrival in January 2018! Make sure you have January 24-27, 2018 marked on your calendar to attend the clinic/conference.

We have an incredible mixture of small and large school performance groups for the 2018 Clinic/Conference. I am pleased to recognize and congratulate the following groups and their directors:

- Manning Choir – The Manning School – Shawna Mendez
- Odyssey – Woodland Park Middle School – Cherese Bennett
- Soundscapes – Buena Vista High School – Tanner Oharah
- The Vanguard School Singers – The Vanguard School – Melissa Elser
- Anima Chamber Ensemble – Nathan Payant and Chris Maunu
- Treble Choir – Denver School of the Arts – Robert Styron
- Jubilate Choir – Lutheran High School – Christopher Loesel
- Rocky Mountain Singers – Rocky Mountain High School – Elizabeth Hohweiler
- Kaleidoscope – Lakewood High School – Teri Willmarth
• Allegro Voce – Denver School of the Arts – Scott Shively
• Eagleaires – Dakota Ridge High School – Westin Sorrel
• Swing Choir – Eagleview Middle School – Wes Sparkes
• Mirinesse – Castle View High School – Rochelle Walter
• Cecilians Singers – Overland High School – Martin Jacob
• Voices of the Pride – Castle View High School – Heath Walter

We are also pleased to have Adams State University and Metropolitan State University – Denver as our guest collegiate/university vocal performance groups.

Wishing all of you a successful start to your 2017-2018 school year!
Matt Doty, Vocal Music Council, Chair

Matt Doty
From the Instrumental Council Chair
By Casey Cropp, Instrumental Music Council Chair

Here we are!!! Somehow it’s already October and I don’t know how the time has gotten away from me… So many things have been keeping me occupied with planning and meetings and rehearsals and lessons and selecting music – the beginning of the year has gone by so quickly! And that’s what happens when you are retired from teaching – I was led to believe that it would slow down. I recall how time flew by this same way each year in my classroom. It is probably time to take a breath and re-focus on developing a relationship with your students – not just pushing for the result in the upcoming competition, or that first concert performance… How are your students really doing? What might they need from you for their musical and emotional health and longevity? It always seemed for me that this was the time to take their pulse again after the excitement of the beginning of the year, and the new relationships and ensemble commitments. Maybe it’s time to check in on them again and let them know that they matter to you, that they are important and their efforts really do make a difference to you and to the goals you have for them collectively and individually. The following is paraphrased from a recent article written by Scott Lang…

Music is worthwhile. Music is life-changing. Music is working hard with the same people, fighting through the bad days, and celebrating the good ones together. Music is memorable. Music is family. Music is sleepless nights and never-ending days. That’s what music is.

A quick conference update: Congratulations to the following ensembles selected to perform at the upcoming conference – Bands: Pine Creek High School, Rocky Mountain High School, Loveland High School, Cheyenne Middle School, and Classical Academy Middle School; – Jazz Bands: Denver School of the Arts High School, Mesa Ridge High School, Lyons High School, and Altona Middle School; – Orchestras: Denver School of the Arts High School, Lakewood High School, Fort Collins High School, Centennial Middle School, and Boltz Middle School. I hope you will be able to attend and enjoy these wonderful performances!! And please plan on attending what I believe will be one of the highlights of this years conference – the rehearsal lab sessions on Wednesday evening for Middle School and High School with clinicians Cheryl and Richard Floyd.

Happy fall to all of you!

Casey Cropp
ccropp09@gmail.com

Colorado Music Educator
Fall 2017
Greetings and Happy New Year from Jan Osburn, the new General Music Council chair.

For many of us, we mark the new year by the beginning of the school year, not by the Roman calendar in January. Hopefully you’ve taken the time to rest and relax over the summer. If not, try to add JOY every day through simple things. At the end of the school day, take 10-15 minutes and make yourself a cup of tea, go on a walk, meditate, find beauty in poetry or nature, eat chocolate, hug someone, whatever brings you joy! It’s amazing how so little time spent on yourself can create energy for “the next thing”.

Speaking of creating energy, I am so thankful that CMEA comes in the second New Year, January. After the excitement, stress, and rush of the holidays, it’s great to join with colleagues and friends to dance, sing, play and get new ideas to tackle the rest of the year. The hard-working General Music Council (cmeaonline.org), took into consideration all of the comments on the evaluation sheets and came up with a wonderful lineup of presenters.

We will be including sessions on ukulele, recorder, guitar, drumming, dancing, movement, technology, special needs, choral repertoire, mindfulness, literacy, collaboration, early childhood, folk music, curriculum pacing and planning, and games. So mark your calendars now! See anything that is missing? Don’t be afraid to shoot me an email. (osburn.jan@ridafa.be) We will add it in 2019!

Can’t wait that long? Check out http://rockeonline.weebly.com/workshops/html for Kodaly workshops. Check out http://rockymountainorff.org for Orff workshops. They both have very useful and helpful lessons that you can apply right away. Can’t wait that long? Don’t forget to reach out to other music teachers in your district. There is so much to gain from sharing/trading with colleagues.

Want to get involved? We are currently accepting nominations for District 2, 4, 6, and 8. Yes, you CAN nominate yourself! (If you are not sure what district you belong to, find out at http://cmeaonline.org/AboutUs.aspx.) My wonderful GMC Chair-Elect, Elizabeth Ford can let you know what you need. elizabeth.ann.ford@gmail.com

Now, sit back, relax, and enjoy the New Year!

Jan Osburn
College-University Music Council
By Sean Flanigan, College and University Council Chair

Greetings to all of my wonderful colleagues in music education. As you wind down the first quarter of the school year, I hope you are able to take a few minutes to reflect on the very important work you do. Those of us tasked with preparing the upcoming 2018 CMEA Clinic/Conference are very excited about the professional development opportunities we will be able to provide for you in January! One of the things that will be new this year is the Friday evening conducting workshop we will be facilitating for our CNAfMe students. From 7:00-8:30 pm following the college receptions we will have a number of students working with conducting clinicians in a live choral rehearsal in Colorado D/E. All are welcome to attend. We will be looking to make this an annual event with the possibility of either alternating between vocal and instrumental or having two clinics going at once. This will be of benefit not only to the prospective music education professionals but to anyone currently teaching in the field. In addition, anyone is welcome to participate as singers for the workshop choir. We hope to see you there! Please send me any questions or inquiries at: flanigan@coloradomesa.edu

CMEA colleagues.

Sean Flanigan

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Scientists and others often make a general distinction between applied research and basic research. Applied research is that which is oriented towards solving a particular, practical problem — one which is readily apparent in a given field such as education or industry, and one whose solution is widely embraced by the public. This is the more readily accessible sort of research — the kind that makes headlines and is often circulated on social media. On the other hand, basic research is geared more towards understanding a particular phenomenon. In education research, this may involve trying to illuminate particular social or mental mechanisms that underlie teaching and learning processes. Results from basic research (also called “pure research” in some circles) are often interesting, but their usefulness isn’t always readily apparent.

At some level, I’m not entirely convinced that this kind of labeling is all that helpful. I do see the inherent tension between them, and I recognize that well-executed basic research might be valued more highly among scholars (but leaves the public scratching its head) and that good applied research might receive more attention from the public-at-large (but elicits yawns from scientists). I suppose I’ve tried to reach in more of the “basic” direction in my own research. That is, in every new study I undertake, I’ve tried to address more fundamental, theory-driven questions, even at the expense of knowing that there might not be immediate practical applications of my findings. I’ve adopted the belief that good research is research that explains something (Duke, 2010) — a viewpoint which probably favors basic research. But I’ve also described myself as a “research evangelist,” and as such, I’m happy to celebrate rigorous, systematic inquiry in whatever form it might take.

Indeed, some of my favorite pieces of research (hm… I suppose I think of this just like “favorite pieces of music”… but I digress) address very practical and very meaningful questions, with implications that are sometimes very sobering and/or very far-reaching. I was thinking of this the other day in my instrumental methods class, when we were discussing the processes by which new band students choose which instruments they are going to play. We addressed recruiting, instrument demonstrations, instrument “petting zoos” (as they’re called), and the like. Our conversation turned to the importance of gender equity in the selection and assignment of instruments, in such a manner so as to avoid gender stereotyping, so that (for example) both boys and girls should feel equally free to choose both flutes and trumpets. And I recalled a particular study by Janice Killian and Shauna Satrom (2011), published some time ago in Update. Given that this is the time of year when our CMEA members who teach beginning band are grappling with this same issue, I thought I would highlight the article in this column as well. Please see the title of the article (and the full title of the journal) in my reference list below. The abstract of the study is as follows:

This study examined possible influences of demonstrator gender on children’s instrument choices. Participants (N = 104) included boys (n = 53) and girls (n = 51) in fifth grade (n = 27), third grade (n = 41), and kindergarten (n = 36) in six intact music classes from a single elementary school. Pretest and posttest consisted of circling (Grades 3 and 5) or placing a sticker on (kindergarten) the instrument “you most want to play” from a picture containing flute, clarinet, alto saxophone, trumpet, trombone, and tuba. Treatment consisted of intact classes viewing a live demonstration of all six instruments performed by either all male or all female university music majors. Results indicated that boys who viewed male demonstrators chose more brass instruments, whereas girls who viewed female demonstrators chose more woodwind instruments,
Basic or Applied?, continued
By Mark Montemayor, Research Chair

although these differences were not statistically significant. Both boys and girls who saw opposite-gender demonstrators picked brass and woodwind in nearly equal numbers.

In their discussion (as is the case with virtually all published studies), Killian and Satrom speculate why they found the results that they did, and they offer ideas for future research. I will leave it to readers to find the article itself (available to all NAfME members via the website) and to learn their particular findings and interpretations. In my research class, I like using this article as an example of a particular statistical technique (namely, the chi-squared test for independence, used for categorical data). But I also like sharing it with my methods class — and with all of you! — as a fine example of formal inquiry on a question of pressing importance.

Basic or applied? Does it really matter?
Best wishes for a continued great start to the year!

References


Mark Montemayor
Happy Fall! I am so proud and excited to hear of all the extraordinary musical experiences happening in Colorado. Your posts on Facebook alone, are truly impressive. Our collective careers and experiences promote and encourage prospective teachers, students that provide our community with inspiration and hope in the future of music education.

Thank you CMEA membership and leadership for your incredible dedication in providing a spirited camaraderie in planning exquisitely motivational multi-generational and collaborative conference program. The CMEA Executive Board and Council Chairs are organizing our incredible 2018 CMEA Clinic/Conference featuring the finest performances, clinicians, presentations, and exhibits. CMEA will once again collaborate with the internationally renowned Broadmoor Hotel as our host.

It is an honor to serve you, along with our Executive CMEA Board and Council Chairs and thank you for all your work in music education. We acknowledge and owe you our deepest appreciation for your extraordinary musicianship, dedication, professionalism, and exemplary service to our profession.

As always, I am truly happy to serve as your Membership Chair.

Musically yours,

Andrea L. Meyers

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Welcome back to school everyone! The summer flew by, and now we are all in the heart of our fall teaching. As a music administrator, I am spending my days supporting teachers in a number of different areas, but in particular, in the areas of curriculum and instruction. I’m loving every minute of it!

For those of you that don’t know about CAMCI (Colorado Association of Music Curriculum and Instruction), let me offer an introduction. CAMCI is here to provide the same kind of advocacy and instructional support for music teachers throughout the state of Colorado. Our mission is to develop engaging music curriculum and instructional practice to foster comprehensive musicianship through performance for all stakeholders. We serve as a resource for teachers and administrators in all things curriculum and instruction.

If curriculum is your passion, I encourage you to join us at our general meeting at CMEA in January as well as at our sessions that will be coming soon. In the meantime, you can find us at our website - https://sites.google.com/site/camcicolorado/home or find us on facebook by searching @camcico in Google.

I wish you a tremendous fall semester with your students!!!!

Samantha Davis
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