



The purpose of Music EdVentures is to search for and practice ways of making music and interacting with people that preserve and celebrate the dignity of both. As a guiding principle, this purpose will focus our work on:

1. Practices that foster interactive, facilitative learning environments.
2. Strategies that empower the learner within the context of music experience and study.
3. Networks that encourage collaboration between diverse disciplines, professionals, and interest groups.

Are you interested in hosting a workshop or class in your area? Send requests to the email address shown above, to be routed to the appropriate presenters/coordinators.

Officers:

President: Deb Eikenbary, Indiana
President Elect: Marilyn Winter, MT
Past President: Mary Springer, WA
Secretary: Pam Bridgehouse, OR
Treasurer: Paige Macklin, MN
Board of Directors:
Bekka Butter Grathwol, MN
Yoshie Kaneko, Japan
Gina Adoff, MT
Judy Fjell, MT
Membership Coordinator:
Paige Macklin, MN

News and Notes

October 2009

From Our President Deb Eikenbary, Indiana

“When the frost is on the pumpkin and the fodder’s in the shock”... so begins a poem that is often quoted here in the mid- west this time of year. Indiana is proud of James Whitcomb Riley, our Hoosier Poet. A couple of years ago I presented a choral setting of his Poem, “The Raggedy Man” at Update. I enjoy this song as it is one my mother often recited while working around the house. The melody to which it has been set has a lilting rhythm, a must with all the triplets that must be used in the repetition of “Raggedy, raggedy, raggedy man...” I heartily recommend this to you as a year round addition to your octavo music for use in classroom or choir. The good news is there are more songs in this series called *James Whitcomb Riley in Song* published by Colla Voce Music Inc. The other songs in this series are “The Prayer Perfect” (good for use in developing good unison singing), “Granny” (use of the partner song technique) and “The Fishin’ Party” (The challenges here are canonic entrances for the more advanced group.)

These songs are part of the Ruth Dwyer Choral Series. Ruth is a friend of mine with whom I also work. Jill Friedersdorf lives here in my area and Melissa Keylock at one time worked with our children’s choir here in Columbus, Indiana. Let me assure you these works are worthy of your consideration and are not just of regional value.

I have two other octavo pieces for your consideration. “Children of Light” composed by Valerie Ann Webdell is also published by Colla Voce and edited by Ruth Dwyer. It is a wonderful Soprano/Alto setting of text taken from Ephesians 5:8. It encourages the children to walk as children of light and has the sort of encouraging text that I want my students to be able remember when they are challenged by the world in which they live.

“We are the Dreamers”, another S/A song, was written by Joan C. Varner and published by Alliance Music Publications, Inc. Its text describes the singers as the dreamers and visionaries who will one day create a better world and invites the audience to join in the effort. A lovely and attainable melody makes this a keeper in any beginning choir repertoire.

If you run across octavos you could recommend, don’t hesitate to write a small description and send it to Pam Bridgehouse our faithful and patient editor.

- Deb

News and Notes is the monthly communication of Music EdVentures, Inc. (MEI). Regular features will keep members and friends up to date on coming events and the latest teaching techniques, tips and strategies. Submissions are due on the 15th of the month prior to publication and may be submitted months in advance, indicating the month in which they are to be published. The committee reserves the right to select material to be published according to length and appropriateness. Articles should be 200-325 words. Visuals should be scanned and submitted as PDF or jpeg files. Submissions may be sent to PamBridgehouse@hughes.net and may be edited to accommodate space limitations.

Scholarships available for the Conference.

Send your letter of application to Deb Eikenbary at eikenbary@bcremc.net by Dec.15. Your request should include your name and contact information, as well as information about your teaching position, and the amount requested. Scholarships may be applied to registration and/or travel expenses.

***NOTE: There is no registration fee for students.
Students are welcome to apply for a travel grant.***

Notifications of scholarships awarded will be sent in January.

Plan now to attend Conference 2010

***March 5 & 6 in Portland, Oregon
(Update for returning members on March 4)***

***Connections Between Educational Philosophies with Dr. Peggy Bennett
Healthy Voices with Dr. Anna Langness
Potpourri of Puzzles for Reading
Four Faces of a Song
Dancing, Song Games, and Singing in the Education of Children
plus
Teaching English with Music by our friends from Japan***

Philosophy, History, Tradition: The Why, What, and How of MEI

Featuring wisdom, and history that are foundational to MEI

***Visit some of the links on the web page to find out more
about the philosophy, history and tradition
of excellent teaching by MEI educators.***

Watch this space for future contributions from our founders and mentors.

Is your membership up to date? Regular - \$35 Sustaining - \$50 Patron - \$100 Student - \$10

Send check payable to MEI (US funds) to: Paige Macklin

Please include your name, address, phone and email address.

***23021 Woodland Rd.
Lakeville, MN 55044***

Tunings # 5

Hey, What's Your Conation?

Peggy D. Bennett, PhD

You may recognize the title of this piece as a play on words of the stereotypic conversation-starter, “What’s your sign?” The expectation, I suppose, of learning someone’s astrological sign was a way of finding out about his or her temperament, interests, and general orientation in life. Well, very possibly, the same could be true for finding out someone’s *conative style*.

When was the last time you felt annoyed or frustrated, not by what someone said, but by the way he or she *did* something? Considering that those with whom we live and work most closely may “do things” very differently from us, these differences can be a source of frustration, judgment, criticism, and nagging. So, what is that all about?

Think about your style of “doing”

Imagine that a bookshelf you ordered has just been delivered. As you begin to open the package, you read the dreaded words: Assembly Required. What happens next can tell a lot about how you approach *doing things*.

1. Do you begin by lining up all the screws and nuts, counting them, and matching what you have to what the instruction manual says you should have?
2. Do you begin by getting the tools and attaching the shelves, ignoring the instruction manual and using trial and error to immediately start assembling?
3. Do you sit and read the instruction manual beginning to end before you do anything else?
4. Do you call for assistance, to someone more knowledgeable and experienced than you, to help with this project?

If your drive to act is number 1 and your partner’s is number 2, you may experience some friction. In fact, many of us would rather not be involved in the project than be required to go against our instincts and follow someone else’s lead. The problem? Different styles of **conation**. Few of us have ever heard of conation, but this idea may be at the root of tension that grows between people who simply “do” things differently.

What is Conation?

In our psychology courses, we studied about **cognition** and learned that cognition explains how we think, how we come to know and understand. The ways in which we process information, the ways in which we situate new ideas, the ways in which we translate the unfamiliar into the familiar: these are all aspects of cognition. So, cognition is associated with how we *think* about people, ideas, and things.

Again from our psychology studies, we are aware that **affect** relates to our emotional reactions, perceptions, and orientations to stimuli that surround us. Affect is associated with how we *feel* about people, ideas, and things.

A third, much more recent designation for the ways in which we function is **conation**. *Conation describes the intent and effort of our personal actions*. Conation is associated with how we *act or behave* toward people, ideas, and things.

After a drunk driver ran into her stopped car, Kolbe spent months in rehabilitation from her serious injuries. She noticed that, as she tediously pursued her exercises and therapies, she maintained her own characteristic ways of doing things, her “orientation toward action.” According to Kolbe, she revived the idea of conation after it had largely been ignored in 20th century research. Kolbe spoke of Immanuel Kant identifying conation as “practical

reason' (the domain of action and the will) set apart from 'pure reason' (the intellect), or 'judgment' (the realm of feeling, pleasure, and pain)." (Kolbe, 1990, p. xiv)

Kolbe identified conation as putting thought into action. In some ways then, conation is the link that connects the cognitive (knowledge) and the affective (feeling) with the conative (action/behavior). The way in which we deliberate a move, plan an activity, or carry-out an idea all reveal what Kolbe has suggested is our conative style, our preferred mode of putting thought and feeling into action.

Kolbe suggested that, in general, we all fall into one of four categories of conation:

- Fact finder
- Follow thru
- Quick start
- Implementor

Are you a **Fact Finder**? If so, your natural instincts may be to collect facts, probe details, and filter and distill information. Sometimes too judicious and overly-cautious, you may be driven to participate in activities that define, calculate, formalize, and research; you are a gatherer of information.

Are you a **Follow Thru**? If so, you may be known for your abilities to organize, reform and adapt, to bring order and efficiency. You may best like accomplishing tasks that arrange, coordinate, and integrate; you tend to arrange and design things.

Are you a **Quick Start**? Quick Starts like to improvise, revise, and stabilize. If you tend to just jump in to a new project (risk-taking), to intuit and invent as you plan how you will do something, you may be in Quick Start mode; experimentation and spontaneity are your friends.

If you are an **Implementor**, you are ready to construct, renovate, and envision. Implementors are those we count on to "get the job done," to build, craft, form, and repair; you may be a hands-on master of mechanics and tactile problem-solving is important to you.

So, how can we use this information to better our lives? Imagine a committee or organization with no **Implementors**, with only **Quick Starts** as members; has this ever happened to you? What about those around you, with whom you live or work? Do you find yourself getting increasingly impatient with a **Fact-Finder** who just needs to "get on with it" and **Follow Thru**?

As you watch and think about your friends, your co-workers, your neighbors, your family, and yourself, consider how differently or similarly they do things compared to you: "What do you notice?"

Sources

Huitt, W. (1999). Conation as an important factor of mind. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University.

Kolbe, K. (1990). *The conative connection: Uncovering the link between who you are and how you perform*. New York: Addison-WesleyPublishing.

WANTED: A copy of Silver Burdett 1968 *Making Music Your Own* student book or teacher guide. If you have one you're willing to part with, please contact:
PamBridgheouse@hughes.net. Thanks!