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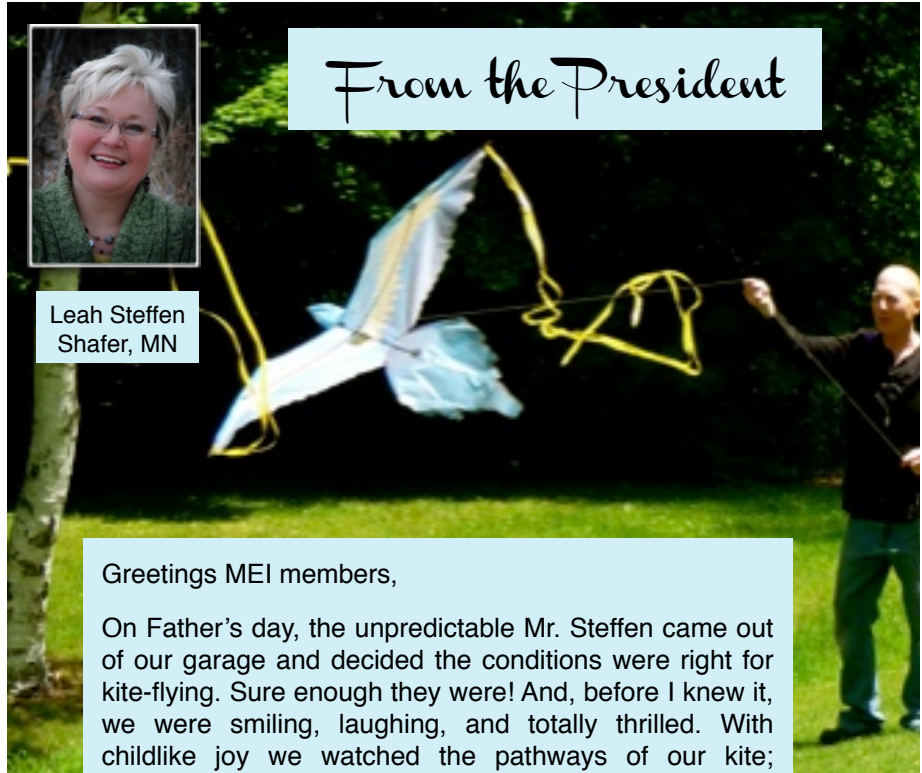
MEI Information

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Leah Steffen
Shafer, MN

From the President



Greetings MEI members,

On Father's day, the unpredictable Mr. Steffen came out of our garage and decided the conditions were right for kite-flying. Sure enough they were! And, before I knew it, we were smiling, laughing, and totally thrilled. With childlike joy we watched the pathways of our kite;

soaring, plummeting, twisting and turning, getting caught up in a tree or two, and best of all, flying a steady course.

Recently, I was visiting with MEI Past President Terolle Turnham, and she suggested that the unexpectedly delightful experience we had with kite-flying may serve as an important metaphor. I agreed! Thinking through this idea on many levels, I hopped on the computer and came across *21 Habits of Happy People* by Cindy Holbrook. Five of the 21 habits jumped out at me as I thought about the energy pulsing through the group of people who attend our MEI conferences and the continued vitality of our group, most obviously from the people who post faithfully on Facebook. *(Bless your hearts!)*

Appreciate Life Develop a childlike sense of wonder towards life. Focus on the beauty of every living thing. Make the most of each day. Don't take anything for granted.

Learn Continuously Keep up to date with the latest news regarding your career and hobbies. Try new and daring things that have sparked your interest.

Invest in Relationships Nurture and grow your relationships with your family and friends by making the time to spend with them. Don't break your promises to them. Be supportive.

Persistence, Never give up Face each new challenge with the attitude that it will bring you one step closer to your goal. You will never fail, as long as you never give up. Focus on what you want, learn the required skills, make a plan to succeed and take action. We are always happiest while pursuing something of value to us.

Self Confidence Determine who you are in the inside – your own personal likes and dislikes. Be confident in who you are. Do the best you can and don't second-guess yourself.

<http://www.social-consciousness.com/2013/09/21-habits-of-happy-people.html>

Notice that action verbs begin and summarize each habit, suggesting that we must intentionally take a path to be happy. As I stated before, I see these qualities of happiness so often during our member gatherings. When you click on **About Us** at musicadventures.org, you will see the ways in which we have taken action to “invest in relationships.” Consider these four points: 1) When Music EdVentures originated in the 80's, its intent was to build professional development and presentation skills while maintaining the enthusiasm, playfulness, and compassion of Mary Helen Richards' earlier work. 2) 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. 3) The Principles of Teaching and Learning and Teaching and Learning Music from SongWorks I & II by Bennett & Bartholomew provide a solid framework for educators' teaching behaviors and lesson development. 4) The theme of the 2015 MEI Conference is **SongWorks: Discovering Your Pathway**. Can you guess why I am connecting these four thoughts to flying a kite?

In May, I invited readers to organize a group in their areas. This is one way of investing in relationships. Other, less formal possibilities for “investing” are a lunch at a restaurant (with an outdoor patio!), a walk through a beautiful garden, or a day at the beach visiting while you watch your children play in the water. Whatever activity you choose, the pathway you take will lead you to step out and invest in relationships. Encourage each other and share your experiences so people feel eager to try something new and feel reinforced in what they are already doing.

In her July 2010 newsletter article, Marilyn Winter wrote about music being a *pathway* to be in touch with our inner selves. Samantha Smith has chosen Discovering Your *Pathway* as the theme for the 2015 MEI Conference (Submit your proposal by August 1!). Some of our members share their *pathways* on Facebook. Our Emerging Pioneers write about how their *pathways* grew after attending our MEI Conferences. Meeting with other like-minded educators creates *pathways* to new relationships. And, flying a kite reminds us that pathways are not necessarily predictable or easy, but they can bring us joy, delight, and connection.

Are you inspired to discover your pathway? Let's start walking!

Leah



ANNOUNCING

2015 MEI Conference

April 9 - 10 - 11

DENVER, CO

SAVE THE DATE



*Conference Chair
Samantha Smith (OH)
MEI President-Elect*

SongWorks: Discover Your Pathway

Our 2015 conference theme will focus on ways in which the SongWorks principles and practices can be applied in different instructional settings. With this information, conference attendees will be able to connect these strategies to their own teaching and learning in a way that specifically fits their needs. In essence, the sessions will inspire you to create your own SongWorks pathway.

Presentation applications were sent to MEI members in mid-May and June so get your ideas ready now! Submit your proposal asap! Please feel free to contact me with any questions you have regarding the theme. I am more than happy to brainstorm with you!

Submission deadline: August 1st

Email or call me: samantha.meese@gmail.com 412-691-0660

MEI members: Are you presenting SongWorks song/games and study ideas for colleagues or other organizations? Let us know! Send your information to the Newsletter Editor, Anna Langness at alangness@gmail.com

**SongWorks workshop in Music, Movement and Literacy
2014 Summer Session, Simon Fraser University**

Kate Smith, our Canadian Music EdVentures board member has been invited to present a workshop at Simon Fraser University this summer. Her presentation will be one component of an Early Childhood Education Curriculum and Instruction course as part of the university's teacher Professional Development Programme (PDP). The course is entitled "Music, Movement and Literacy." Kate's name was suggested by young educator, Melanie Gibson who attended our 2014 conference and is just completing her PDP degree with a view to teaching young children and perhaps Kindergarten. Kate is very excited to be offered this opportunity to share some of our beloved song games and study techniques with a group of young and eager educators.



Kate Smith
Port Coquitlam, BC



**Sandy Murray, Abbotsford, BC
Clinician**

**SongWorks and English Workshops
English EdVentures of Japan**

July - August 2014 ~ Tokyo and Osaka



Vicky Suarez
Richardson, TX

A-singing We Will Go! Songs and games which bring vitality to the music study in your classroom
June 11, 2014 at the Fine Arts Summit, Highland Park High School

I've got 75 minutes and I've planned:

A Rig a Jig Jig, Penny Song, Ziggy Za, Uncle Joe, I Wrote a Letter, Ground Hog, Chanty Song, Sandgate/Darby Town with Doug's ostinatos, Drunken Sailor with form books, Pass One Window with song dotting, and Promenade from Pictures at an Exhibition.

Oh, my, I've obviously planned way too much, but I don't want to run out of things so I over-planned! Wish me luck at 1:45 p.m. Central Time! Thanks!

My session is over and it went REALLY WELL! We played and played and sang and antiphoned and song dotted, and I gave them the same Seasick Sailor little form books I gave you guys at the conference in 2013. I had fun! It was well-received.

I was able to make these points:

1. Keep the song intact when moving to notation and rhythmic study.
2. Choose songs that you like, that are worthy of lots of repetition.

Thanks for all of the good thoughts!

PS None of the participants (about 25) had ever heard of song dotting, except for the two from Peggy's class years ago at UTA. It was fun to song dot with them!



Betty Phillips
Corvallis, OR

A Joyful Way to Start Each Day? Shake It Up with a Song!
June 18, 2014 Professional Development Day
Corvallis School District, Oregon

The Corvallis District teachers get to attend professional development workshops as "make-up" for snow days! I wonder who will be in the room with me?

Success! There were 20 classroom teachers K-5, the head of the elementary Life Skills program and two elementary principals in attendance. Their years of experience ranged from 1 year to 39 years of teaching!

The title of the session, "A Joyful Way to Start the Day? Shake it Up with a Song!", seemed to draw them in. Of course, when Pharrell Williams' "Happy" is playing as they enter the room, how can anyone be grumpy?

In the hour and 45 minutes we had together, the participants experienced songs to:

- | | |
|---|---|
| begin the school day | study names |
| help during transitions | prepare or follow up study from field trips |
| listening & literacy | a new birthday song |
| ways to grab students attention by intriguing their listening | |

By the end of the session everyone was singing freely and without care. One comment that tickled me was, "I knew this was going to be fun, but I didn't know it would be so academic! This was great!" (Golly I'm glad she came!)

Personal reflection: One thing is so clear to me! What a better teacher I become each time I work with Pam & Tony! The collaborative spirit that we share, as a trio, is reflective of the generosity and grace that is so unique in our organization.

[Editor's note: Betty refers to the workshop reported on the following pages.]

Music and Literacy: A Springboard to Language Development June 7, 2014 Southern Oregon University

by Tony Williamson



Tony Williamson
Portland, OR



Pam Vellutini
Ashland, OR



Betty Phillips
Corvallis, OR

Pam Vellutini, Betty Phillips and I met in Ashland in early June to conduct a music and literacy workshop for early childhood teachers and undergraduate elementary education students. This, our second workshop in two years, was sponsored by the Early Childhood Department at Southern Oregon University. Registration was closed at 40 students, who drove from all over Southern Oregon to attend. They were a truly amazing, unique and witty group of educators who worked with children ranging from infants through young elementary ages in both public and private institutions.

We used the following as a guide in our planning:

- 1) Our focus is to:
 - a. Create a nurturing environment for singing and study.
 - b. Enable the participants to realize that through the process of music study students also:
 - hear the language
 - speak the language
 - represent the language
- 2) What do we want the participants to take with them?
- 3) What do we want to learn from them?
- 4) As individuals, what is our unique contribution to our team?
- 5) Do we want the group to continue meeting?
- 6) How do we motivate the students who are taking the workshop
“just for credit” to become truly involved in singing, playing and thinking?

As the students entered we displayed two questions that we referenced during the workshop: “What is literacy?” and “What needs to be in place for a child to be able to read and write?” Taking the participants through the 8 hour day (with a working lunch!) we began with a series of song-games introducing a theoretical understanding of “SongWorks” thinking and gradually moved through various techniques focusing on mapping, song dotting, language chunks, storytelling and ideographs. We wanted them to walk away with a collection of about 10 songs, various ways of introducing these, and techniques for adapting these to various age groups. The profound level of discussion and insight was impressive. For example, they were emphatic that the first thing that needs to be in place for language development is a secure, nurturing and compassionate environment.

We were very surprised how quickly participants were at ease, not only in participating, but in their singing. From the beginning they were singing *I'm Going Down Town* in two parts. By late morning they sang an extended ideograph arrangement of Scotland's *Burning* in a similar manner; later they were singing *Bluebird* in three parts using ideographs that we developed for use in the classroom.

Music was such a high focus of the day. Everything we experienced not only led to an understanding of how to use music in teaching children to read and write our language, but in furthering their understanding of the beauty of music. Pam, Betty and I planned and taught together with such a high level of respect as well as a great deal of laughter enhanced by the different backgrounds we all have. It is reassuring to us to repeatedly witness the high caliber of dedication and intelligence in the young teachers and students we teach.

WORKSHOP TOPICS

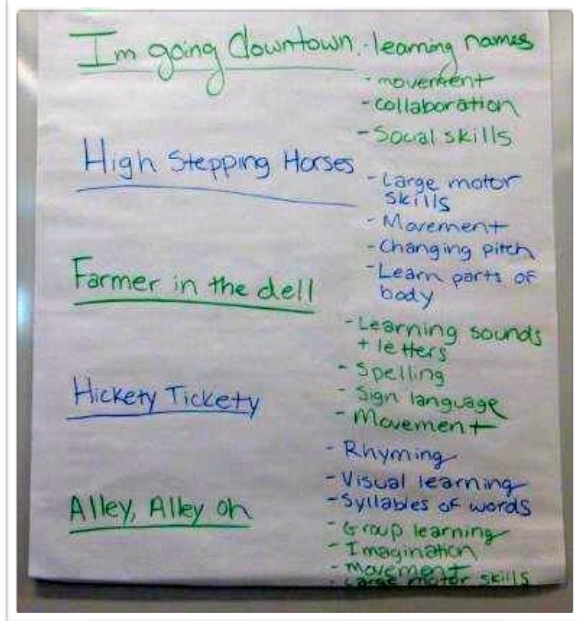
Introduction

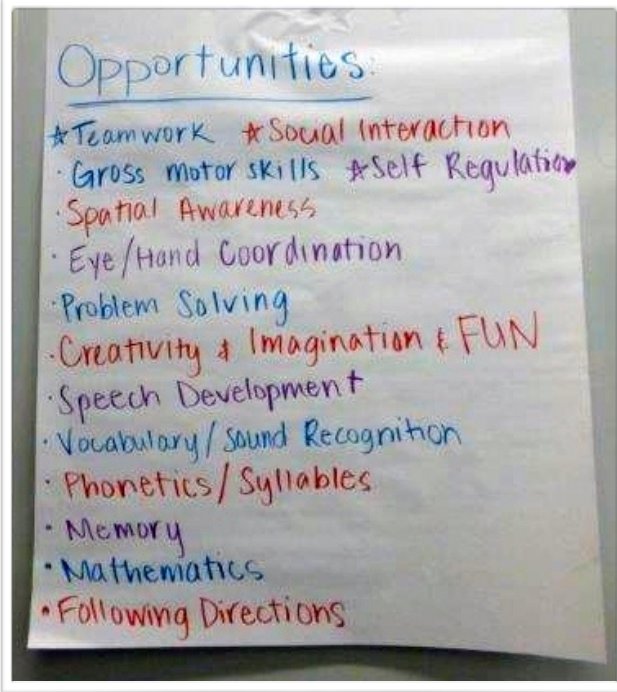
I'm Going Downtown



What's In a Song?: Exploring what learning is possible within four songs.

- 1) High Stepping Horses
- 2) The Farmer In the Dell
- 3) Bumpity, Bumpity / Hickety, Tickety
- 4) Alley Oh





Moving from Sound to Symbol: Mapping, Song Dots and Ideographs

- 1) Ring Around the Rosy
 Game - Betty
 Mapping - Tony
 Wax Museum Activity - Pam
- 2) Hop Old Squirrel - Betty



Movement
Rhyming
Social Interaction
Working as a group
Listening
Communication
Beats
Phonics
Letter Intro
Coordination
Imagination
Expressive Learning
Self Regulation



Lunch Chatter

What is literacy?

What needs to be in place for a child to be able to read and write?



Song Review: What song is this?
It's all about listening.

Moving from Sound to Symbol: Moving from
the whole, to the parts and back again

- 1) Ring Around the Rosy (Dr. Bennett's
video clip)
- 2) Scotland's Burning



Moving from Sound to Symbol: Reading through ideographs
Bluebird - Tony



Finale: Video Clips
Evaluation Forms



Emerging Pioneers complete four assignments to fulfill their Fellowship award. This essay describes their experiences of the SongWorks principles and practices during the conference. Emma Shukle and Erika DeMonner share their response to the 2014 Conference.



Emma Shukle is the K-8 music specialist at Nativity of Mary Catholic School in Bloomington MN. She holds a Bachelor's Degree in Music Education from St. Catherine University in St. Paul, MN. When she is not teaching, Emma enjoys singing for Mass at St. Edward's Catholic Church in Bloomington and Our Lady of the Lake Catholic Church in Mound, MN. She also loves traveling and visiting her older siblings on both coasts. Emma is a MEI 2014 Emerging Pioneer.

When I walked through my apartment door on the evening of the conclusion of this year's MEI conference, I just about hit the floor. I was so exhausted, but filled with so much insight and knowledge into other teachers' experiences. I felt so overwhelmed, but excited to delve into all of my notes and start looking at what I wanted to bring into my classroom for the last couple of months of the year. This had been my first time being at an MEI conference for all three days, and I knew that I had to pace myself, and take it one day at a time.

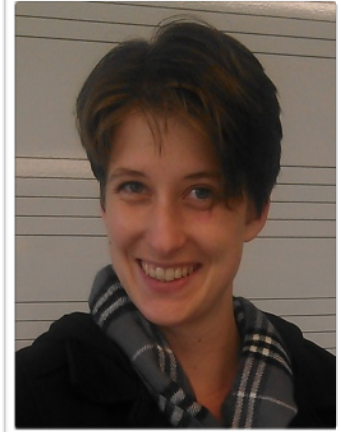
I started with taking just a couple of the many lessons that I felt were captivating, and also ones that were relatable to content that I had already been working on with my students. For example, with my 2nd graders, we had been studying patterns of Mi Re Do on hand staff. When I saw Paige Macklin's solfa lesson on "I See You," it blew me away, and immediately I knew that it would be a great way to further our study on MRD. After I did this lesson with my 2nd graders, they started to feel so comfortable with this melodic pattern, that they started to pick out MRD patterns in different songs on their own! The visualization of the hand signs and staff that were used in the lesson really helped build ear training for these kids. After this lesson we proceeded to dot these MRD songs, and they got a packet of "solving MRD song dot puzzles" to practice over the summer. This packet was courtesy of MEI member Molly Feigal, a friend and mentor of mine.

Other lessons that I found to be very insightful were Jake Harkins' and Vicky Suarez's pop music activities. I've noticed that I tend to be critical of using pop music in the classroom. I've often found that when I am choosing choral literature, pop tunes are not very well written or suited for a traditional choral sound. However, with these lessons, choir concerts with popular music could be taken to a whole new level. I wouldn't need a choral arrangement of a pop tune, but rather use recorders and barred instruments as accompaniment, and at the same time, sing the song with a healthy and vibrant choral sound! These lessons really opened my eyes on how to incorporate pop music into the classroom at an elementary and middle school level. I am so excited to see what I can do with pop music in the school year to come.

A way that I capped off my 1st year of teaching was using the ideograph for "Proud Prancing Ponies." I learned this song for the first time at my one day attendance for the conference last year. I've done it as a movement activity with K-2 students and have always wondered where I could take the song from there. With their presentations, Emilee Knell and Susan Kenney really enlightened me on how to do that. Upon my return to school, I immediately started doing that song with my Kindergartners and they had so much fun doing the movement, eventually studying the ideograph as well. They really connected with the symbols and made different discoveries on how their fingers could move along with the ideograph. They also loved it when I would mix up symbols and they had to sing it in a variation. We ended up doing this at their Kindergarten graduation. The families, as well as my Principal, were all very impressed with their pre-reading skills.

Every time I come to an MEI gathering I feel all the love, support, and vibrancy of who we are. I know that I have a solid network of teachers that I can go to if I am stuck on something, need to reevaluate something I've done, get advice on something I want to try, or just share an exciting or feel-good moment of the school day. Thank you for all the joy and knowledge you have given me. May you all have a safe and blessed summer!

Coming to the Music Edventures Conference this year was a privilege and a pleasure. Right around the end of March I was beginning to run out of steam in my elementary music classes. We had done lots of songs and games, but I was at a loss as to how I could go deeper into song study with them. I knew in theory what I could do; I just didn't know how to get the students there. At the conference, I was not only given so many new ideas of songs and games, but I was shown once again how to dig into the musical material and how to help the students enjoy the process. Simply being around so many experienced musicians and teachers gave me hope that I could get through this first year and that it will be even better next year. Being able to share my experiences with those who understand them was validating, and hearing what others did in similar situations made me feel more connected to my own experiences.



Erika DeMonner is the Music Specialist (K-8) at Saint Lawrence Catholic School in Santa Clara, California. Erika holds degrees of Bachelor of Arts in Music and Bachelor of Science in Anthropology from Santa Clara University and a Master of Music Teaching degree from The Oberlin Conservatory of Music. After receiving her BA degree, Erika spent a year teaching a creative arts/improvisational group approach that combined music and dance. Erika is a 2014 Emerging Pioneer.

Though I enjoyed all of the presentations, in particular Peggy's presentation on feedback gave me a lot to think about. It reminded me to be aware of how I interact with my students, and how my colleagues interact with their students. And it made me think, what kind of students are we molding in our classrooms through our offhand comments and thoughtless remarks? And are we really helping ourselves by instituting systems of feedback for behavior? Many of the classrooms in my school use some kind of reward system that encourages a certain type of behavior, and unintentionally fosters some other, less-desirable behavioral traits. Often the reward/punishment is given out quickly and without comment or conversation. Because I go into each of their classrooms and conform to each of their systems during my teaching time, I find myself prompted often (by the students) to give out rewards or punishments. As I near the end of this year, I find myself turning to those systems less and less, mostly because I dislike what it does to the students.

Noticing this tendency in my school made me realize how much I want my own teaching space next year, where I can set up a classroom completely independent of those systems. I want to encourage community, good behavior and learning in my classroom because they are intrinsically rewarding, not because if you do this then you'll get a star, or a smart dot, or clip, or whatever. Though I learned many things and took away many valuable experiences, this was my biggest revelation! I can't wait to see what I come away with next year.

Music EdVentures Conference

April 9, 10, 11, 2015

Denver, Colorado

SongWorks: Discover Your Pathway

Presentation Proposal Invitation

Proposal Deadline: August 1st

Contact: Samantha Smith at samantha.meese@gmail.com or 412-691-0660

. . . from What's on the MEI Website!



Marilyn Winter
Sun City, AZ

Sing With Me, I'll Sing With You

By Marilyn Winter

Most MEI teachers view student vocal development as key to much of their study with children. With this in mind I went through our website to see what was there that might be of help as we teach our young folk to sing. I found quite a collection of wonderful writings concerning singing in our classrooms.

ARTICLES

Please note that when you click on the article title or newsletter issue, you will be linked to a pdf for download. If this doesn't link immediately, watch the bar at the bottom of your page, it may show "Word is preparing to download."

[Is Anyone Singing?](#) by Dr. Marty Stover and Missy Becker

[Singing for Every Child](#) by Judy Suvak

[How Do You Get Everyone Singing Like That?](#) by Anna Langness

Back to School Conditioning for Voices by Anna Langness and Angelie Timm – [MEI Newsletter, August 2011](#)

Favorite Songs for Young Choirs by Anna Langness – [MEI Newsletter, January 2006](#)

Ideas for Choral Music by Deb Eikenbary – [MEI Newsletter, October 2009](#)

Ideas for Singing in Rounds with Children by Marilyn Winter – [MEI Newsletter, October 2011](#)

Music Map in the Choir Setting by Sandy Murray – [MEI Newsletter, December 2012](#)

Partner Songs (Three Blind Mice/Bluebird) by Leah Steffen – [MEI Newsletter, November 2012](#)

Why Sing with Children Every Day? by Molly Feigal – [MEI Newsletter, December 2011](#)

Part Singing & Part Listening by Anna Langness – [MEI Newsletter, October 2013](#)

Wildbirds and Kagome by Marilyn Winter – [MEI Newsletter, December 2013](#)

Vapors by Doug Bartholomew – [MEI Newsletter, January 2014](#)

VIDEOS

You will be prompted to enter the 2014 MEI Member User and Password to access these videos. To become a 2014 MEI member, follow this link, <http://musicedventures.org/memberships.html> When payment is received the user/password will be emailed to you.

Peggy Bennett concerning singing in the classroom <http://musicedventures.org/members-only/#prettyPhoto/13/>

Anna Langness on vocal training. Be sure to view all of these sessions. Each one contains a gold mine of information.

[Exploring the Act of Singing](#)
[Antiphonning Game](#)
[Singing in Parts](#)
[Using Imagery](#)
[Walk, Sing, Stop, Listen](#)
[Mystery Singer's Circle](#)

SONGS THAT FACILITATE VOCAL EXPLORATION AND STUDY

In light of the importance of vocal work for SongWorks teachers, I have compiled a list of songs that have been beneficial to me with my classes.

Songs with vocal leaps

Looby Loo
Yonder She Comes
Ginger Snap
Swing a Lady
Oh Where, Oh Where Has My Little Dog Gone
Ally, Ally Oh -- Leap at the beginning
Let's Catch a Rooster

Songs with repeated higher pitches, helpful to use energizing (vs. reaching) hand gestures in those places

Farmer in the Dell -- "Heigh Ho"
Scotland's Burning -- "Fire, Fire!"
Windy Weather -- "When the wind blows"

Songs with a high tessitura facilitating work in the head voice (upper register)

Sally Go Round the Sun	Draw a Bucket of Water
Hallelujah (Shreck)	Tideo
Come Good Rain	Swing a Lady
Bluebird	Wildbirds
Hickety, Tickety Bumble Bee	Let's Catch a Rooster
Wildbird	Seasick Sailor
Little David Play on Your Harp	

I hope you will find, as I did, that when you are intentional about helping children develop vocal skills, you will find opportunities such as these in every lesson. Quick little explorations or short cues will bring positive results. Good luck! §

Editor's Note: If you discover something on the website that you think would be helpful or interesting to others, let us know! We'd love to share it! Or, if you would like information on a particular topic, please ask! Email Marilyn Winter, mfw406@gmail.com



Dear MEI Newsletter Readers

Become a new member or renew your 2014 membership
Consider making a donation to MEI

As newsletter readers, you have undoubtedly noticed the expanding activities of MEI over the past five years. Besides seeing the transformation of the website and the additions of videos, you've learned about the dynamic teachers recognized and supported through the Fleurette Sweeney Fellowship for Emerging Pioneers in Education. Reported more discretely are the numbers who receive Lukas travel grants and scholarships. Grants are awarded on a need basis, which changes for people from year to year. We also recognize that travel expense to the conference varies greatly. Given all the variables, we see how dedicated our members are to make their attendance and support of MEI a high priority in their lives.

MEI's goal each year is to fund the Sweeney Fellowships, and Lukas Travel Grants and Scholarships through Donations. **Our Donations come from Members of MEI!** Each year many members have made tax deductible donations in a variety of amounts: \$5 \$15 \$25 \$35 \$50 \$100 \$1,000. You may consider contributing in this way to help fund our efforts.

MEI MEMBERSHIP DUES support the ongoing work and outreach of Music EdVentures. Please enjoy the newsletter and support us! The 2014 user/password for the "Members" site will be sent with the confirmation of your payment! A wealth of resources are there for you! www.musicedventures.org

The image shows a screenshot of the Music EdVentures website. At the top, the logo reads "Music EdVentures An Association of SongWorks Teachers". Below the logo is a navigation bar with links: HOME, GET INVOLVED, ABOUT US, RESOURCES, CONTACTS. The main content area features a "SongWorks becomes the catalyst through which LEARNING happens" graphic, a photo of a teacher with children, and three promotional boxes: "MEMBERS ONLY CLICK HERE!" with a list of benefits and a "JOIN TODAY" button; "Featured Video" with a "VIEW MORE" button; and "Newsletters" with a "MEI NEWS" button. A "GET INVOLVED" menu is overlaid on the right, listing "Memberships", "Conferences", "Subscriptions", and "Donations". Two yellow arrows point from this menu to the "GET INVOLVED" link in the navigation bar and the "SongWorks" graphic.

GET INVOLVED

- Memberships
- Conferences
- Subscriptions
- Donations

Music EdVentures
An Association of SongWorks Teachers

HOME GET INVOLVED ABOUT US RESOURCES CONTACTS

SongWorks
becomes the
catalyst
through which
LEARNING
happens

MEMBERS ONLY
CLICK HERE!

- Access to Secure Member Area
- Members ONLY Training Videos
- Collaborate with other educators
- Learn new lesson plan ideas
- Online and monthly resources
- Conferences with workshops

JOIN TODAY

Featured Video

VIEW MORE

Newsletters

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Conference Information,
and other MEI News
by monthly email.

MEI NEWS

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IOR

2014 Music EdVentures Leadership

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Kate Smith
Port Coquitlam, BC

The Purpose of Music

EdVentures, Inc. 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.

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Peggy Bennett, MT

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Committee Chair

Samantha Smith, OH

SAVE THE DATE
2nd weekend

2015 MEI CONFERENCE

April 9, 10, 11
Denver, CO



Any member of Music EdVentures, Inc. can receive a copy of the **MEI Policies and Procedures Manual** by contacting MEI Past President Terolle at t.turnham@gmail.com.

Support the Mission of MEI with your membership dues!

\$45 Regular \$75 Sustaining \$100 Patron \$20 Student

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Make checks payable to MEI in (USD); Include your name, address, phone and email.

Send to Anna Langness, Treas.

1179 Lilac St.

Broomfield, CO 80020

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 jpg files. Submissions may be sent to alangness@gmail.com and may be edited to accommodate space limitations.