

Annual Music in Schools Report November 2014

Music in Schools Committee

Peter Capra, Tom Chittenden, Rod Correll, Gus Kellogg, Malcolm Mitchell, Tom Perkins, Morris Raker, Phil Richards, Don Roberts, Bob Smith, Nick Tingley, Rob Walker, John Watling and Steve Wittenberg.

The Committee meets in New Haven twice/year, fall and spring. The Yale School of Music is represented by Michael Yaffe, Associate Dean of the school, who directs the Endowment program, Ruben Rodreguez Ferreira - Lead Teacher, Kate Gonzalez - assistant to Dean Yaffe and when they can come, Ellen Maust, New Haven Public School Arts Supervisor and Robert Blocker, Henry and Lucy Moses Dean of Music.

Dean Robert Blocker's remarks at the fall 2014 meeting

- (1) Many cities' resources are shrinking
- (2) The segment of the population below middle class is rising - with many educational challenges
- (3) Music has been shown to have a positive effect on the brain (sample reference - Musical Fix for American Schools - by Joanne Lipman - Wall Street Journal Oct 10, 2014)
- (4) Music in Schools has helped to significantly increase the music program opportunities in the New Haven Middle Schools and has trained YSM students in community engagement.
- (5) The Music in Schools program has become an important part of the Yale School of Music curriculum
- (6) To further increase YSM community engagement, the new Hendrie Hall is intended to be a community music center

- (7) There is an opportunity for the class of '57 to create a 'smart classroom' equipped for interactive learning not only locally but regionally and at long distances
- (8) Dean Blocker thanked the class of '57 all it has done to create and sustain Music in Schools

The New Haven Program

- (1) MIS is involved in 22 programs in 16 New Haven middle schools.
- (2) There are : 14 band programs
5 (soon to be 7) string programs
2 keyboard programs
1 guitar program
- (3) There are 39 'teaching artists', i.e. YSM students who spend 5-10 hours each week in the public schools and are both carefully trained and carefully monitored for quality
- (4) MIS teaching artists serve 200-250 children each week
- (5) MIS has also spearheaded the development of
 - (a) an All City Orchestra
 - (b) an All City Band
 - (c) an All City ChorusChildren who have begun their musical education in MIS participate in all of these ensembles
- (6) There are additional music programs during vacations Including Feb, April and the Morse summer program
- (7) Excitement about MIS has caused all of NH middle Schools to mount music programs and those that needed instruments have gotten funding from VH1 with a promise by the Superintendent not to cut funding in this area

2015 Symposium

- (1) The Symposium will highlight collaborations between outside organizations and a public school teacher or program. (example Atlanta Symphony and Atlanta public schools)
- (2) 35 pairs will be chosen from a national competition and will be honored at the all expenses paid 2 day Symposium, as well as participating in lectures, workshops and networking

Visiting Professor

- (1) Sebastian Ruth, a MacArthur fellow and founder of Music Works, a program in Providence Rhode Island bringing music education to an underserved area, continues to be the Visiting Professor
- (2) This fall he is teaching a course in “Music and Civil Society” and in spring he will be developing the Yale School of Music’s first Coursera course. (note - Rick Levin, former Yale President is now president of Coursera.)
- (3) Sebastian Ruth, a fascinating personality and speaker will be the speaker at both the New Haven Class of ’57 winter luncheon but also (different topic), the Class gathering in spring in NYC.

Evaluation of the MIS program

The YSM has engaged Robert and Jill Beck to perform a 2 year study of the effects of Music in Schools on middle school (5th through 8th grade) children. Robert Beck is emeritus professor of education, School of Education UC Irvine (educational psychology, research design, information technology and learning theory) Jill

Beck is former president of Lawrence University in Appleton Wisconsin as well as being a former dancer and dance teacher.

- (1) Four groups will be studied
 - (a) students participating in the standard school music curriculum, which doesn't involve an instrument
 - (b) students participating in instrumental programs but not involved with MIS
 - (c) students participating in instrumental programs that are involved with MIS mentoring
 - (d) students in the all-city honors instrumental program (competitively chosen advanced students)

- (2) Five social and cognitive core life skills (CLS) are being studied
 - (a) collaboration
 - (b) emotional control and empathy
 - (c) discipline and perseverance
 - (d) attention
 - (e) leadership

Thus far 95 students have been studied with an expected number of 144. Ratings of CLS of the participants are being obtained from Music teachers, Language Arts teachers, Science teachers and students. Thus far correlation between raters has been very high, i.e. a student rated high in these skills by a music teacher is also generally rated high by their other subject teachers and by other students. Not unexpectedly, the highest ratings have been obtained in the students in the honors ensembles.

The Music in Schools program has clearly created both increased opportunities to learn an instrument and to participate

in an instrumental ensemble. Whereas the present study has already shown that children in instrumental ensembles tend to have better core life skills, the question of self-selection, i.e. the chicken and egg question hasn't yet been answered. Do high CLS children select instrumental ensembles or do the ensembles lead to high CLS? We also do not yet have measurements on how much the programs enhance already present core life skills. Finally, the effects on academic records are not known. Information on the grade history of the group being studied has been requested from school administration by the researchers.

This is the first leg of a two year study - stay tuned.

Special Visit by Emanuel Ax-

Emanuel Ax has taken an interest in the program and is scheduled to pay a visit this spring.

Summary

Music in Schools has become an integral part of the Yale School of Music's curriculum. Dean Blocker says, "Music education is the birthright of all children". Additionally, he feels that all future musical artists should have the opportunity to contribute to that birthright by participating in community engagement. Dean Yaffe has creatively and skillfully presided over the program's growth both on a local and national level. The collaboration he has forged between Music in Schools and the New Haven public schools is a model that is working to everyone's benefit and will, we are sure, stimulate other creative collaborations throughout the country. Members of the Music in Schools Committee continue to give time and effort as overseers of the Class of 1957 Endowment. Many class members have contributed generously to make this endowment possible and to grow it. Their generosity is making a real difference in public

school children's involvement in music programs. The class can be very proud of this unique initiative.

Respectfully submitted,

Stephen M Wittenberg MD '57
Chair Class of 1957 Music in Schools Committee