

With learning through music model, he worked with NEC faculty to create lesson plans that could work with every possible subject elementary school students would see. Nothing was tested, everything turned trial and error.

Teachers were skeptical at first about how they would deal with their lost time from their students. State testing was the issue here. State testing determines funding, and so time away from that preparation could potentially ruin a school financially. The A-I-R program did not in anyway hinder the schools results.

When teachers became skeptical, phone calls went directly to the program coordinator, not the artist themselves. Plus they had the complete support of the administration.

The biggest challenge was suddenly having to command thirty children. Discipline issues became a concern.

The artists were looked up to because they came in as performers before they began teaching. There was already that background that gave them respect.

When children didn't like the classical musical styles, the artists found a way to integrate the styles they *did* enjoy and brought it into the lessons.

Trial and error seems like the type of thing music administrators would like to shy away from. But failure can be a great way to learn. It has the potential to motivate, not just to undermine.

This reminded me of the way the board of education back where I come from is trying to cut the music. The more they are confronted with research on how music can better the whole community, the more speechless they are. This research needs to be spread. People need to know that music really can help, and that everyone really can do it.

I think dealing with the calls directly would have been a better learning experience for the members of the quintet.

I can't say that I can relate to this, but wonder if my MIE experience will allow me to gain experience that way. Maybe my internships can function this way.

I found that this was the best way to get private students. If you perform in public first, then submit your card etc. they will be more likely to want to study with you.

The greatest teachers I've had were just as adaptive. It's almost as if you have *no* lesson plan, even though it's obvious you do. You're just so good and so flexible