



**CMS–NAMM GenNext Faculty Forum  
at Summer NAMM 2017  
July 13–15, 2017 • Nashville, Tennessee  
Friday, July 14, 11:00–11:25 am Room 106B**

**Supporting Advocacy:  
Usable, Pertinent Evidence For Music  
Industry/Higher Education Personnel Backing  
Music/Arts In The Schools.**

**Dr. Fred Kersten  
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**Presentation online:  
<http://fredkersten.com/NashvilleTN/Nashville1.html>**

Area of Focus: Music Industry/Higher Education Advocacy

Dr. Fred Kersten

♪ Presentation purpose: To illustrate what higher education professionals and music business persons can cite to support music and arts education with their students, customers/constituency.

♪ Why are Music Industry and Higher Education personnel so valuable?  
A. Their reinforcement provides a VITAL backing as they can provide extensive promotion, delivering a respected third-voice that is sometimes not heard.

B. Music Industry professionals are usually not associated with the music education thrust for finance in schools and can indirectly provide a third-person support that is not usually encountered hence it can be “heard more effectively” because of its not usually encountered effect.

C. Through their collaboration and visibility/activism with colleagues and the public, respect for their input can provide synergy. Unquestionably NAMM has recognized advocacy importance and besides disseminating research, is supporting school music programs.

♪ “Mozart effect” --a small study over twenty years ago advanced the idea that listening to the Mozart Sonata for Two Pianos in D Major would improve mental functioning. As this idea became popular, saleable products produced. Georgia’s governor at the time even proposed giving every newborn a classical CD or cassette!

Transferable Music Skills—Usable Pertinent Evidence we work with each day

<sup>5</sup> Transferable Music Skills — You Can Take Them

with You (Majoring in Music.com <http://majoringinmusic.com>)

“Even if you end up deciding not to pursue a career in music, the transferable music skills you’ll gain as a music major will provide you with the background necessary to enter many other fields as well as graduate programs:

1. Ability to be creative and think outside the box

Think: improvising; composing innovative music; dealing with myriad challenges that crop up before or during performances.

2. Ability to plan ahead

Think: learning the music in advance of performances; juggling your schedule; knowing what it takes to look your best at concerts.

3. Ability to take responsibility Think: scheduling and getting to lessons and rehearsals; learning your part for a group performance; leading a section of the orchestra or a band.

4. Ability to collaborate and work effectively with others to meet goals  
Think: being part of an ensemble, orchestra or chorus.

5. Ability to think and understand in patterns  
Think: learning and performing music.

6. Ability to manage time well and handle several projects at once  
Think: juggling school with performing, practicing and the rest of your life to succeed at majoring in music.”

Source: [majoringinmusic.com/transferable-music-skills/](http://majoringinmusic.com/transferable-music-skills/) <sup>5</sup>.

#### Capsulized Valid Pertinent Support Statements

♪ Students Who Study Music Consistently Score Higher on the SAT than those without this study (TMEA) <sup>1</sup>.

♪ Assiduous instrument training from an early age can help the brain to process sounds better, making it easier to stay focused when absorbing other subjects, from literature to tensor calculus (Scientific American) <sup>2</sup>.

♪ Students can attend to several things at once in the mental scratch pad called working memory, an essential skill in this era of multitasking (Scientific American) <sup>2</sup>.

♪ Discerning subtleties in pitch and timing can also help children or adults in learning a new language. (Scientific American) <sup>2</sup>.

♪ <sup>3</sup>.Results (92% participation) suggest that both music performance and music appreciation courses are strongly associated with later arts participation as patron/consumer and performer/creator {U.S. National Endowment for the Arts 2012 Survey of Public Participation in the Arts-Elpus}<sup>3</sup>.

♪ Schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance.(NAfME) <sup>4</sup>.

♪ Flexibility in working together with other people. Responding on a timely basis the person has to come in on time. Cannot be late on an entrance. Improvisation-person must continuously adapt to others, physically, intellectually, and emotionally.

♪ “Ability to be creative and think outside the box.  
Think: improvising; composing innovative music; dealing with myriad challenges that crop up before or during performances.

♪ Ability to plan ahead.  
Think: learning the music in advance of performances; juggling your schedule; knowing what it takes to look your best at concerts.

♪ Ability to take responsibility. Think: scheduling and getting to lessons and rehearsals; learning your part for a group performance; leading a section of the orchestra or a band.

♪ Ability to collaborate and work effectively with others to meet goals.  
Think: being part of an ensemble, orchestra or chorus.

♪ Ability to think and understand in patterns.  
Think: learning and performing music.

♪ Ability to manage time well and handle several projects at once.  
Think: juggling school with performing, practicing and the rest of your life to succeed at majoring in music.”<sup>5</sup>.  
Source: [majoringinmusic.com/transferable-music-skills/](http://majoringinmusic.com/transferable-music-skills/)<sup>5</sup>.

♪ NACE (The National Association of Colleges and Employers), lists the top 10 personal qualities employers seek as:

- “• \_Communication Skills
- \_Motivation/Initiative
- \_Teamwork Skills
- \_Leadership Skills
- \_Academic Achievement
- \_Interpersonal Skills
- \_Flexibility/Adaptability
- \_Technical Skills
- \_Honesty/Integrity
- \_Work Ethic and Analytical/Problem Solving Skills”<sup>6</sup>.

## Usable/Pertinent Empirically Based Reasons for Backing the Arts in Schools

♪ Improvement Source--The Relationships between Fine Arts Course Enrollment and Middle School and High School Academic Ratings, Campus Rating Improvement and Graduation Rates in Texas Public Schools--An examination of 2006 to 2010 PIEMS and AEIS data reported by Texas public school campuses completed by the Texas Music Educators Association and the Texas Coalition for Quality Arts Education.  
[https://www.tmea.org/assets/pdf/Fine\\_Arts\\_Enrollment\\_Data\\_Summary\\_2011.pdf](https://www.tmea.org/assets/pdf/Fine_Arts_Enrollment_Data_Summary_2011.pdf)

♪ Students Who Study Music Consistently Score Higher on the SAT than those without this study<sup>1</sup>  
[https://www.tmea.org/assets/pdf/National\\_SAT\\_Score\\_Comparison.pdf](https://www.tmea.org/assets/pdf/National_SAT_Score_Comparison.pdf)

♪ Five-Year SAT Score Comparison  
Texas All-State Musicians Compared to the National and State Averages have consistently scored on average 24% higher than the national average and about 29% higher than the Texas average. [https://www.tmea.org/assets/pdf/All-State\\_SAT\\_Averages.pdf](https://www.tmea.org/assets/pdf/All-State_SAT_Averages.pdf)

♪ Hearing the Music, Honing the Mind.”(Scientific American). Music produces profound and lasting changes in the brain.<sup>2</sup>  
“Studies have shown that:

A. “Assiduous instrument training from an early age can help the brain to process sounds better, making it easier to stay focused when absorbing other subjects, from literature to tensor calculus.” The musically adept are better able to concentrate on a biology lesson despite the racket in the classroom or, a few years later, to finish a call with a client when a colleague in the next cubicle starts screaming at an underling.

B. “They can attend to several things at once in the mental scratch pad called working memory, an essential skill in this era of multitasking!”

C. “Discerning subtleties in pitch and timing can also help children or adults in learning a new language.”

The current craze for high school Mandarin classes furnishes an ideal example. The difference between *mā* (a high, level tone) and *mà* (falling tone) represents the difference between “mother” and “scold.” Musicians, studies show, are better than nonmusicians at picking out easily when your *mā* is *mà*ing you to practice. These skills may also help the learning disabled improve speech comprehension.” Quote

from Scientific American Tuesday, October 26, 2010

[2http://www.scientificamerican.com/article.cfm?id=hearing-the-music-honing&print=true](http://www.scientificamerican.com/article.cfm?id=hearing-the-music-honing&print=true)

♪ NAFME: 4. DID YOU KNOW?

“Schools with music programs have an estimated 90.2% graduation rate and 93.9% attendance rate compared to schools without music education, which average 72.9% graduation and 84.9% attendance.”

The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015. <sup>4</sup>

NAMM Current Issues and Advocacy-Current Music support page to check frequently.

<https://www.namm.org/issues-and-advocacy/music-education>

#### More Transferable Skills

- ♪ Creative Problem solving
- ♪ Collaboration
- ♪ Persistence
- ♪ Networking
- ♪ Mutual beneficial communications between persons ...band to play together.
- ♪ Organization of band to play a gig...everyone works together or they do not get gig.
- ♪ Person can give up ownership for self improvement or gain to provide everyone to achieve and get a lesser amount of money fame....etc
- ♪ Trust yourself
- ♪ Have a vision and a mission. Important for industry as well good trait to transfer.
- ♪ Overcoming obstacles
- ♪ Teamwork
- ♪ Creative Problem Solving
- ♪ Advance into other areas
- ♪ Deliberate Practice skill to note because musician has an advantage
- ♪ Deliberate Practice Advantage

- ♪ FOCUS—skill that we have...Concentration...Center on Improvement
  - ♪ Adaptive skill----being able to change to another area.
  - ♪ Focus---concentration.
  - ♪ Immediate transfer skill!!
  - ♪ Music Creates spontaneity
  - ♪ Music breaks down inhibitions
  - ♪ Music people are used to developing communications with others.  
Ability to work with people and people of different ages, backgrounds, sexes races etc.
  - ♪ Improvisation—multiple creative activities with other people.
  - ♪ Small chamber groups have to work together so that their interpretation will end in ONE resulting performance.. crescendos, attacks, phrasing.  
Flexibility in working with others
  - ♪ Responding on timely basis for music involvement. The person has to come in on time. Cannot be late on an entrance...can transfer this to life or industry.  
Leadership...Having a person as a playmaker...skill transfers to administration.
- Arts Management Starter Vital Advocacy Facts and Reasons
- ♪ Arts and Music Vital for starting people to enter arts management such as digital streaming companies, non-profit opera, symphony, dance companies, record labels.
  - ♪ 21<sup>st</sup> century careers that are must for society both culturally and economically.

### Nashville Presentation Resources

- ♪ Music Industry Gross Profit  
<https://www.bing.com/search?q=Music+industry+gross+profit&form=PRUSEN&mk=en-us&httpsmsn=1&refig=599cfbe0f994cb9827c50dc6184bca1&sp=-1&pq=music+industry+gross+profit&sc=0-27&qsn=&sk=&cvid=599cfbe0f994cb9827c50dc6184bca1>
- ♪ Georgia Music Investment Act—Refundable tax incentive for music production in state of Georgia.  
<http://www.billboard.com/articles/business/7744218/georgia-music-investment-act-passes-state-legislature-jobs-reaction>

♪ Students Who Study Music Consistently Score Higher on the SAT than those without musical study.

[https://www.tmea.org/assets/pdf/National\\_SAT\\_Score\\_Comparison.pdf](https://www.tmea.org/assets/pdf/National_SAT_Score_Comparison.pdf)

\*TMEA Texas SAT Score Graph [https://www.tmea.org/assets/pdf/All-State\\_SAT\\_Averages.pdf](https://www.tmea.org/assets/pdf/All-State_SAT_Averages.pdf)

♪ TMEA Resources for Advocacy

<https://www.tmea.org/resources/advocacy/local-advocacy>

\*Washington Post Ten Top skills children learn from the arts.

[https://www.tmea.org/assets/Washington\\_Post\\_2013\\_Top\\_10\\_Skills\\_Children\\_Learn\\_from\\_the\\_Arts.pdf](https://www.tmea.org/assets/Washington_Post_2013_Top_10_Skills_Children_Learn_from_the_Arts.pdf)

♪ Scientific American Tuesday, October 26, 2010

<http://www.scientificamerican.com/article.cfm?id=hearing-the-music-honing>

Hearing the Music, Honing the Mind. Music produces profound and lasting changes in the brain. <http://www.scientificamerican.com/article.cfm?id=hearing-the-music-honing&print=true>

♪ Majoring in Music.com <http://majoringinmusic.com> Super source for

information on Advocacy support.

\*Guide to the Transferable Skills. Transferable Skills List

Skills You Can Use in Multiple Jobs and Careers. Personal qualities employers seek.

<https://www.thebalance.com/transferable-skills-list-525490>

♪ iupui psychology “Guide to transferable skills.” Great .pdf file for skill summaries. <sup>6</sup>

[http://psych.iupui.edu/sites/default/files/guidetotransferableskills\\_1.pdf](http://psych.iupui.edu/sites/default/files/guidetotransferableskills_1.pdf)

♪ Support Music: NAMM <http://www.supportmusic.com/kit/> Good Advocacy materials to download and use.

#### [d. Music Study Enhancement of 21st Century Skills. KEEP AMERICA STRONG--NAMM](#)

♪ [Striking a Chord--NAMM Study](#) NAMM Foundation Study The Public’s Hopes and Beliefs for K–12 Music Education in the United States: 2015.

♪ **Music Education in K-12 Promotes Lifelong Engagement With Arts**

<http://journals.sagepub.com/doi/abs/10.1177/0305735617697508?journalCode=poma&> **Music education promotes lifelong engagement with the arts**

**Kenneth Elpus** Jackie Zubrzycki April 11 2017. Secondary source:

[http://blogs.edweek.org/edweek/curriculum/2017/04/arts\\_education\\_research.html?ga=1.80105168.614678525.1476287520](http://blogs.edweek.org/edweek/curriculum/2017/04/arts_education_research.html?ga=1.80105168.614678525.1476287520) Education Week



♪ Freer, Patrick K., "Advocacy for What? Advocacy for Whom? [From the Academic Editor]" (2011). *Music Faculty Publications*. 12.  
[http://scholarworks.gsu.edu/music\\_facpub/12](http://scholarworks.gsu.edu/music_facpub/12)

♪ The Mozart Effect: A Closer Look (Don Campbell Book "The Mozart Effect : Tapping the Power of Music to Heal the Body, Strengthen the Mind and Unlock the Creative Spirit") . [http://lrs.ed.uiuc.edu/students/lerch1/edpsy/mozart\\_effect.html](http://lrs.ed.uiuc.edu/students/lerch1/edpsy/mozart_effect.html)

♪ Lisa Phillips, <http://blog.americansforthearts.org/2012/11/26/the-top-10-skills-children-learn-from-the-arts> Great focus on how the arts help students acquire skills. Nov 26, 2012. Her website is the Artistic Edge. Check this out.  
<http://theartisticedge.ca>

### About Dr. Fred Kersten

Dr. Fred Kersten is currently an Online Graduate Facilitator for Boston University. He works with graduate music education majors around the world who are completing their masters and doctorate degrees in music education. He is also Lead Instructor in Charge of the Boston University Music Technology sequence and a dissertation advisor.

Fred holds five degrees in music and music education. He received the B.S. and M Mus degrees from Crane School of Music in Potsdam, New York. His M.S. in Elementary Education and Certificate of Advanced Study in School Administration are from SUNY, New Paltz in New York. The Doctorate (D Ed) in music education/administration was awarded by The Pennsylvania State University.

A veteran of public school music teaching in Choral, General and Instrumental areas, Fred has taught music from Nursery, and Kindergarten through Graduate Levels. His doctoral dissertation focused on Music for the Visually Impaired and was developed from his many years of teaching music to students with exceptionalities.

Interest in the recorder as a performing instrument led to study at Indiana University and he authored a book on Teaching Recorder that has been published by NAFME. His performance repertoire includes Bach, Handel, Telemann, and the vast repertoire of classical recorder literature.

His current interests are focused on music technology and his study of classical pipe organ, which was his dual major as an undergraduate in addition to clarinet and saxophone. He presents nationally for CMS, ATMI, TI:ME, and NAFME.

