



QUAVERS

AREA 8: ILLINOIS, IOWA, KANSAS, MISSOURI, NEBRASKA
MAY, 2011

Show Me St. Charles

Some really BIG news – **June 21-23, 2012** are the dates for Area 8's next Festival Conference in the fair city of St. Charles, Missouri! This will be the first area conference in Missouri since 1992, and we hope that you will plan now to be a part of a grand celebration of ringing and music making.

The conference will take place in the two-year-old St. Charles Convention City just off of Interstate 70, about 30 minutes from downtown St. Louis. It's a great location and extremely accessible – want to take a peek? Travel to www.StCharlesConventionCenter.com to get a sneak preview of the site – you will be impressed.

But a site does not make a Festival Conference. It certainly matters, but what matters most are those things that will benefit each attendee, like clinicians, classes, ringing, more ringing, concerts, and more ringing! So here we go, let me "Show You St. Charles!"

Conductors:

Our conductors for 2012 feature some of the most **innovative** and **creative** handbell ringers/clinicians/conductors in our nation. We have a new name (but not to Area 8), we have one of the founding members of two nationally and internationally acclaimed handbell ensembles, and we have the conductor of one of our nations most prestigious community ensembles ... we have a full time handbell educator, a full time music publisher, two with degrees in handbell performance, and all three were featured at last summer's Pinnacle event in Nashville, TN ... and we have three folk who are fun and care about seeing that you grow in your handbell knowledge and skills while also having a blast!

Featured Ensembles:

Our first featured group is a bit unusual in that it is not a choir – it is a quartet! Featured at Pinnacle, this group wowed its audience with a precision generally heard only in full choirs ... and not just precision; this was one of the most musical and innovative groups that I've heard in a long time – they made music come to life – they made quartet work look easy. We are delighted to welcome **Velocity** to St. Charles presenting a program entitled *Rhythm and Bells*, a look at the evolution of various cultures on musical rhythm. A program featuring everything from a Bach fugue to Kenny G and Van Morrison (on bells?) Look up Velocity at www.velocitybells.org to learn more about them – they hail from San Francisco and all also ring in the fabulous group, SONOS.

The second featured ensemble is a community group that has celebrated over 20 years

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of life, and during that time have played for innumerable regional and national conferences, including one of four featured choirs at last summer’s Pinnacle event. Every time I hear them they are amazing, but last year’s performance in Nashville was better than ever – WOW – folks were a buzz by the time the concert ended. Precision, clarity and musicianship describe this group. I would also use the words bold and aggressive because they play with power and grace. You’ve heard them in Area 8 but not for 12 years, much too much time to have not experienced this group. Conducted by one of our mass conductors for the 2012 festival, we are delighted to welcome back one of our very own and one of America’s premiere community ensembles, **The Agape Ringers!** Look them up at www.agaperingers.org.

WAIT a MINUTE! – who are the conductors?

First, let me introduce to you an Area 8 by-product from Washington, Iowa, **Nick Hanson**. I first met Nick at the Area 8 conference in 1994 in Cedar Rapids, Iowa – he was part of a great program led by a dear friend, Ione Burham, one of Area 8’s great treasurers! The whole group was great. We met every two years at conference – and every two years they brought me cookies and their bell mascot, a stuffed giraffe named Ed. Nick loved to ring and was one member of a quartet called Perpetual Motion that wowed us in Nebraska. From there, Nick took to bells, majored in handbell performance, and now teaches handbells full-time at Potomac School, just outside of Washington DC.

Next, let me refer you back to the Jan/Feb edition of *Overtones*, and you will see our next conductor on the front cover ... **P.L. Grove**. Take a few minutes and read her story on page 37 of the *Overtones* and you will discover what many of us know – she has been instrumental in the progress of handbell artistry in America! Her ideas for the development of handbells in our musical world have been revolutionary. A founding member of SONOS, she has had opportunity to ring with symphonies, opera stars, choruses, and Garrison Keillor. She is the artistic director of Velocity, who will be playing for us ... and she is one of the first persons to have majored in handbell performance! You can’t miss with P.L. showing us her skills in St. Charles.

And another one of our own also joins us to conduct in St. Charles – of course, you have seen him conducting The Agape Ringers for over 20 years ... you have heard that voice on every promotional CD from Hope opening with “Greetings from Agape/Hope Publishing” ... you have noticed his trend-setting ways in helping to promote bells with voice or other instruments ... you will know that he has conducted more area and national events than we can name ... he is a master clinician ... he has been honored to have received one of Area 8’s “Distinguished Service Awards” ... and he has served on the AGEHR National Board of Directors – we welcome back **David Weck**.

Clinicians will include members of Velocity, The Agape Ringers, and many of our Area 8 leadership team.

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Allaman Covered Bridge, IL

Music & Elementary School

An Interview with Lesley Byers from Chicago Jazz Philharmonic and *JazzAlive*

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Lesley Byers is Director of Communications and Outreach for Chicago Jazz Philharmonic (CJP), and part of her job is to teach students basic music through the use of handchimes as part of CJP's *JazzAlive* program. The mission of *JazzAlive* is to institute music learning at the beginning of a student's formal education and track them through elementary/middle school band programs that feed into high school level programs. Lesley has seen first-hand how music can create a difference in children's attitudes, behaviors and performance.

Quavers: What is one statement about music and academics that is *not* true?

Lesley: It is *not* true that kids with behavior and/or academic problems don't benefit from exposure to music. Over and over we've seen kids that struggle in the classroom step up in *JazzAlive*. They don't even realize they are learning math as we teach rhythms because it's fun and engaging. Last year, I had a student in our program that was attentive, polite and truly excelled on handchimes. I spoke with his classroom teacher and was shocked to discover that his classroom behavior was the opposite of what I had experienced. Unfortunately, since we were an after-school activity at that particular school, we didn't have enough time with that student to transfer his new behaviors to the classroom and he left school.

Quavers: That's so sad. Do you have a story with a happy ending?

Lesley: So many! There was a student in the same program that we suspended for bad behavior. But we keep up with the kids even when they've left the program, using opportunities to say, "We think you have talent—we want you to come back." He eventually returned, focused in class and a year later became a member of the jazz band. I felt he learned that his participation was a privilege, and that his behaviors have consequences - valuable lessons that are true in all aspect of life, including school.

Quavers: What question should I have asked you?

Lesley: What's your favorite instrument in elementary music? Answer: The use of handchimes to teach basic music is awesome! It translates so easily to the piano, and is a wonderful team builder. They learn they can't play alone. If their neighbor can't play that A4, they discover that it doesn't do any good to yell at them, but find different ways of helping each other for the betterment of the ensemble. We've seen schools hire part and full-time music teachers as a result of *JazzAlive's* success, and handchimes play a significant role in that progress!

You can learn more about Chicago Jazz Philharmonic (CJP) and *JazzAlive* at www.chijazzphil.org or find them on Facebook.

Sharon Schmidt ~ Illinois State Chair



Hallowell Covered Bridge, IA

Special Needs & Music

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Let's just call him "Student X."

He can be any age and be any race. He can have Down's Syndrome, Attention Deficit Hyperactivity Disorder, or any of several Autism Spectrum Disorders. He can have great wealth or be extremely poor. He can also be Talented and Gifted beyond his peers and find no challenge in daily school work. Many stories come to my mind, and to those of my colleagues in K-5 music, but I will share one that has always stayed with me.

As a classroom music teacher, I have met many young people with any number of Autism Spectrum Disorders. I often think about "Luke," a little boy in an early intervention preschool program for young people with Pervasive Development Disorder. PDD, according to www.webmd.com, can be summarized as "... a group of conditions that involve delays in the development of many basic skills, most notably the ability to socialize with others, to communicate, and to use imagination. Children with these conditions often are confused in their thinking and generally have problems understanding the world around them." Luke certainly fit this bill. He was four-years old, had an older brother in first grade, and came to music with one of the Kindergarten classes for socialization and enrichment from his normal day in an isolated classroom with other three and four-year-olds.

One of our games in Kindergarten is "Postman." In this game, children sit in a circle with one child (the postman) in the center who walks around the circle while the class sings:

Class (asking):

Postman, postman did you bring a letter?

Postman, postman Is it for me?

Who has the letter?

Postman (answering):

XXXX has the letter! – giving the letter to the nearest student when the song is over.

(repeat with the recipient as the new "postman.")

This entire process seemed to baffle Luke for weeks. This student was completely non-verbal, would often strike out when interacting with peers (especially older, bigger Kindergarteners), and had a one-on-one aid with him at all times. He could barely walk, certainly not in a circle or a straight line, without a small walker. Luke was often chosen to be the postman as students need to deliver the letter as soon as the music stops. He would never take the letter, either through frustration or, as I thought, confusion. The "postman" would choose another student.

One day, however, it worked out that the letter was delivered to Luke, who stood, took the letter, and began to walk around the circle, albeit circuitously. The song stopped. Luke stopped. He squared up, sang "Sa gala," and handed the letter to Sammie. Everyone was very excited as they knew these were

(Continued on page 11)



Kansas Covered Bridge

Preschool & Music

Plato once said that music "is a more potent instrument than any other for education." You will find many teachers of young children who would agree with him. Recent research has found that music uses both sides of the brain, a fact that makes it valuable in all areas of development. Music affects the growth of a child's brain academically, emotionally, physically and spiritually.

At birth, children have most of the brain cells, or neurons, they will need for a lifetime of learning. But these brain cells are not yet linked with the complex networks needed for mature thought processes. In the early years, young children's brain cells form connections—synapses—very rapidly. What causes brain cells to form connections? Genes control some of the process, but experience is also a crucial ingredient. Every time a caregiver or volunteer interacts with an infant or toddler, connections are formed. Musical experiences are an important way to help create these connections. And, while listening to music is certainly key to creating connections, it's when kids actively participate in music that they make the strongest connections.

Research shows that kids who are actively involved in music (who play or sing it regularly), do better in reading and math when they start school, are better able to focus and control their bodies, and play better with others and have higher self-esteem.

If you've ever been around young children, you've probably noticed how they tend to try to skip rather than walk, dance rather than stroll, or sing when they're trying to drown out your instructions. The best argument for early childhood music education lies in the fact that young children, for the most part, are naturally receptive to the nuances of pitch and rhythm. They are ready to jump right in and give it a go! There is no pressure for a fantastic performance. The toddlers and preschoolers are free to experience all the wonders of sound without the *standard* judgment of a preconceived notion of proper performance.

Music experiences can help children learn to become literate, as it helps them become more aware of and focused on the phonemes that make up the language critical to excelling in school. When children develop musical skill and understanding, they are developing basic cognitive, social, and motor skills necessary for success throughout the educational process. They are preparing skills that will apply to language, to literacy, and to life itself.

Special Thanks to Linda Lunt (Elmhurst, IL) for her research and insight on this article.

Cherryl Cox ~ Kansas State Chair

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"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." ~ Albert E. Einstein



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In recent years numerous studies have reported the connection between music and academic achievement. One report states that the schools that produce the highest academic achievement in the United States are spending 20 to 30% of the day on the arts, with special emphasis on music. Another study found that schools that have music programs have significantly higher graduation rates than do those without programs (90.2% as compared to 72.9%). Schools that have music programs have significantly higher attendance rates than do those without programs (93.3% compared to 84.9%). Students in high-quality music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school. Students in top-quality instrumental programs scored 19% higher in English and 17% higher in math than students in schools without a music program. An analysis of the National Education Longitudinal Survey conducted by the U. S. Department of Education found that students of instrumental music during the middle and high school years showed "significantly higher levels of mathematics proficiency by grade 12." [Catterall, James S., Richard Chapleau, and John Iwanaga. (1999).]

Music students continue to outperform other students on the SAT, according to the College Entrance Examination Board. In 2006, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion and 41 points higher on the math portion of the test than students with no coursework or experience in the arts. Nearly 100% of past winners in the prestigious Siemens Westinghouse Competition in Math, Science, and Technology (for high school students) play one or more musical instruments. There is a relationship between high self-perception, high cognitive competence, general self-esteem, and interest in school success. Music students appear to have better skills in reading, anticipating, memory, listening, forecasting, recall, and concentration. Learning to read, write, and interpret musical notation strengthens the use of other symbol systems, such as mathematics and language.

Current research shows that music produces powerful effects on the brain, promoting cognitive development, verbal skills, and emotional and spatial intelligence. The imaging technology of today's rapidly advancing brain research can show the brain while it is thinking. It is observed that when people listen to melodies with a variety of pitch and timbre, or when they play by ear, the right hemisphere of the brain is activated. However, when people learn to read music, understand key signatures, notation, read scores, and follow the sequence of notes, then the left hemisphere "lights up." Activities which engage both sides of the brain at the same time develop rich neural connections in the same areas as analytical and mathematical thinking. Best-selling business author Daniel Pink says that the 21st-century workforce belongs to creative right-brain thinkers for whom the arts are a cornerstone of their development.

Suanne Comfort ~ Missouri State Chair



Duane Carman, NE

College & Music

Can Music Participation Increase Collegiate Academic Achievement?

When asked to write this article, my first thought was ... ok, college was 40+ years ago, and as a pre-dentistry major, music wasn't at the top of my list of required courses. I worked my way through four years of college playing trumpet and guitar in several rock and roll bands followed by a lot of music education in elementary, Jr. High and High School, so I did have a music background to draw upon.

I am aware of multiple studies that have shown that participation in music activities can have a positive impact on overall academic achievement (*Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997*). Students involved with music enjoy increased memorizing capacity, improved reasoning and comprehension skills, and marked improvement in time management and organizational skills. It has also been shown that group music endeavors also fostered an increase in the development of team skills. As in other team activities, all members have a role to play and all members are important and must learn to work together as a team.

During my college days, I benefitted from managing my time and organizing my to-do lists in order to accomplish my class requirements (papers, tests, labs, etc.) while at the same time spending most weekends, holidays, summers traveling around the country playing dances, concerts, fairs, proms, parties, etc. And of course, playing in a 10-piece show band, required getting along with other band mates, and support personnel, traveling together, sharing bus space, and working up music honed our establishment of a "musical team."

I asked a couple college members of my state AGEHR committee for their thoughts. One said her music activities increased her overall creativity saying, "In my general education classes, when we have a project and we are told to think outside the box, it seems to be easier for music students, because we lead pretty outside of the box lives. The other way that music affects my college life is time management. We have so much stuff to get done with homework and practicing that we really have to sit down and get it all done ASAP or we will drown in all the stuff we have to do. I think music has a great effect on academic achievement. It inspires creativity with no boundaries. It helps teach you the sink-or-swim theory of life (especially at the college level.) In some cases it's an escape from the real world when you need it to be, and other times it is the thing you live for in the real world. It helps you figure out what has to get done when, because there are only so many hours in the day."

My other college ringer stated, "Handbells have played a major role in my college life in many ways. I think one of the things that handbells helped me with is to be able to focus on a problem and not just see the problem on its own, but all of the supporting information associated with that problem. This allows you to see and understand what it takes to arrive at the solution to the problem efficiently and effectively. Another thing with which music and handbells have helped me is the ability of prioritizing events and projects. We all know that bells at times can be time consuming. Well, so are college classes and homework. Handbells gives you the exposure to time management and the ability to organize tasks so as to be able to get things done efficiently."

Music is thus not only an enjoyable activity in which to listen and to participate, but there is no question that those involved with music activities can expect to acquire a number of skills that can serve them well in their college life, and for many years to come.

YES!!

Mike Allen ~ Nebraska State Chair

Chair

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May 1 3:00p	William Jewell College Handbell Choir Christie White, Director	1st Presbyterian of Liberty 138 N Main St, Liberty, MO	whitec@william.jewell.edu 816.415.7537
May 1 3:30p	Chicago Bronze Andrea Handley, Director	St Mark's Lutheran 27 S Edgelawn, Aurora, IL	www.chicagobronze.com
May 1 7:00p	The Agape Ringers David Weck, Director	Northfield Community 400 Wagner Rd, Northfield, IL	Judy Hertelendy 847.446.3070 www.agaperingers.org
May 7 7:00p	Bells in Motion <i>Bronze Vibrations</i> Mike Lamb, Director	Wesley UMC 502 E Front St, Bloomington, IL	Angi Chase 217.287.7244 www.bellsinmotion.org
May 7 7:00p	ReBELLion Community Ensemble Dolan Bayless, Director	Hanover Lutheran 2949 Perryville Rd, Cape Girardeau, MO	Nate Wollenberg WollenbergN@csl.edu
May 8 4:00p	Bells in Motion <i>Bronze Vibrations</i> Mike Lamb, Director	St John's Lutheran 2477 W Washington, Springfield, IL	Angi Chase 217.287.7244 www.bellsinmotion.org
May 13 7:30p	ReBELLion Community Ensemble Dolan Bayless, Director	Kirkwood UMC 201 W Adams, Kirkwood, MO	Dolan Bayless dolan@kirkwoodumc.org
May 14 7:00p	Chicago Bronze <i>Benefit concert for Food Pantry</i> Andrea Handley, Director	Lutheran Church of the Cross 2025 S Goebbert Rd, Arlington Hts, IL	www.chicagobronze.com
May 15 3:00p	Jubellation Ringers Sherry Boland, Director	Webster Hills UMC 698 W Lockwood Ave, St Louis, MO	Sherry Boland 636.256.7961 bolandse@aol.com
May 15 7:30p	The Alleluia Ringers of Concordia University Wisc John Behnke, Director	Bethany Lutheran 1550 Modaff Rd, Naperville, IL	630.355.2198
May 16 7:30p	The Alleluia Ringers of Concordia University Wisc John Behnke, Director	St Paul's Lutheran 352 Wood St, Decatur, IL	217.423.6955
May 17 7:30p	The Alleluia Ringers of Concordia University Wisc John Behnke, Director	King of Kings Lutheran 1701 NE 98th St, Kansas City, MO	816.436.7680
May 18 7:30p	The Alleluia Ringers of Concordia University Wisc John Behnke, Director	St Paul's Lutheran 40291 NE 40th Ave, Preston, KS	620.672.5354
May 21 2:00p	Rezound! Handbell Ensemble Amy Pierce, Director	St Leo's Catholic 1340 1st Ave East, Horton, KS	www.rezound.org
May 21 7:30p	The Alleluia Ringers of Concordia University Wisc John Behnke, Director	Redeemer Lutheran 2852 S Dayton Ave, Springfield, MO	417.881.5470



Upcoming Concerts

2011	CONCERT	LOCATION	CONTACT
May 22 3:00p	Rezound! Handbell Ensemble Amy Pierce, Director	Prairie Baptist 7416 Roe Ave, Prairie Village, KS	www.rezound.org
May 23 7:30p	The Alleluia Ringers of Concordia University Wis John Behnke, Director	Blessed Savior Lutheran 2615 Shackelford Rd, Florissant, MO	314.831.1300
June 3 8:00p	Pikes Peak Ringers Kevin McChesney, Director	Cathedral Basilica of St Louis 4431 Lindell, St Louis, MO	www.cathedralconcerts.org 314.533.7662
June 5 3:00p	Rezound! Handbell Ensemble <i>10th Anniversary Celebration</i> Amy Pierce, Director	Platte Woods UMC 7310 Northwest Prairie View Rd, Kansas City, MO	www.rezound.org
June 8 7:00p	Rezound! Handbell Ensemble Amy Pierce, Director	Kingsway UMC 2401 S Lone Pine Ave, Springfield, MO	www.rezound.org
June 9 7:00p	Rezound! Handbell Ensemble Amy Pierce, Director	All Souls Episcopal 6400 N Pennsylvania, Oklahoma City, OK	www.rezound.org
June 10 7:00p	Rezound! Handbell Ensemble Amy Pierce, Director	1st UMC 2448 Edgemont Dr, Arkansas City, KS	www.rezound.org
June 11 2:00p	Rezound! Handbell Ensemble Amy Pierce, Director	Bethel College Mennonite 2600 College Ave, North Newton, KS	www.rezound.org
June 11 7:00p	Rezound! Handbell Ensemble Amy Pierce, Director	Trinity Lutheran 119 N Elm St, McPherson, KS	www.rezound.org
June 12 3:00p	Rezound! Handbell Ensemble Amy Pierce, Director	1st UMC 823 Merchant, Emporia, KS	www.rezound.org
June 20 7:30p	Raleigh Ringers David Harris, Director	Warren Performing Arts Center 9500 E 16th St, Indianapolis, IN	Rrindy.com 317.695.4876
June 26 4:00p	The Agape Ringers David L. Weck, Director	Grace Lutheran 200 N Catherine, La Grange, IL	708.352.0730 Administrator @gracelutheran-lg.org
June 26 4:00p	Allegro Handbell Ensemble <i>Homecoming Concert</i> Michael Surratt, Director	Union Church of Hinsdale 137 S Garfield Ave, Hinsdale, IL	Michael Surratt 630.590.6690
Sep 30 7:00p	The Agape Ringers David L. Weck, Director	Manchester UMC 129 Woods Mill Rd, Manchester, MO	Sherry Boland 636.256.7961 bolandse@aol.com
Oct 16 4:00p	The Agape Ringers David L. Weck, Director	Lutheran Church of the Master 580 Kuhn Rd, Carol Stream, IL	Tickets required www.lcotm.org 630.665..3384



New Members

Cathy M.—Eagle Grove, IA
 Trinity Lutheran—Naperville, IL
 Faith Christian Church—Omaha, NE

1st Congregational UCC—Decatur, IL
 Mark W.—Wichita, KS

Lost Members

Jim H.—Springfield, IL
 St Mark’s Lutheran Church—Marion, IA
 Elizabeth M.—Mundelein, IL
 Janet B.—Overland Park, KS
 Troy UMC—Troy, IL
 St Juliana Parish—Chicago, IL
 Paula S.—McPherson, KS
 Sandy D.—Lincoln, NE
 Susan A.—Topeka, KS

Faith Lutheran Church—Topeka, KS
 Betty A.—Olathe, KS
 Trinity Lutheran Church—McPherson, KS
 St Louise De Marillac Parish—LaGrange Park, IL
 Kelsey D.—Lincoln, NE
 Michael P.—Prescott, IA
 Dardenne Presbyterian Church—Dardenne Prairie, MO
 St Paul Congregational UCC—Oskaloosa, IA
 Tracy S.—Wilmington, IL

Upcoming Events

2011	EVENT	LOCATION	CONTACT
7/8-9	River City Radical Ring w/Larry Sue	St Andrew’s UMC 15050 W Maple Rd Omaha, NE	Linda Ashley LsAshley@inebraska.com 402.320.5312
7/14-17	National Seminar	Hilton Minneapolis, MN	www.agehr.org
7/15-17	Distinctly Teen w/Carolynne Mathis	Hilton Minneapolis, MN	www.agehr.org

“I always loved music; whoso has skill in this art is of good temperament, fitted for all things. We must teach music in schools; a schoolmaster ought to have skill in music, or I would not regard him; neither should we ordain young men as preachers unless they have been well exercised in music.”

Martin Luther:
 “Table-Talk”



Show Me

(Continued from page 2)

Make a Vacation of your trip! Let me encourage you to come early or stay late and enjoy the beauty and many sites of this area. St. Charles is a suburb of St. Louis (or perhaps St. Louis is a suburb of St. Charles), and there is much to see and do! Take in the St. Louis Cardinals, Busch Gardens, the St. Louis Zoo, the Science Center, the Magic House, the Arch, the Basilica, the Botanical Gardens, and much, much more. Or perhaps stay and tour historic St. Charles, the first state capital of Missouri, and enjoy the delight of shops and restaurants in historic downtown. www.historicstcharles.com

Much More to Come – be looking for music and other details in the next edition of the Quavers or online.

Music will be announced by June of this year so you can begin your planning. Also check out the Embassy Suites, St. Louis/St. Charles which is connected to the convention center—our host hotel for the event. Down the elevators and you're already at the convention center—talk about handy! www.embassysuites.com Rates and reservation instructions to be announced.

St. Charles is ready to "show you" a great time! See you there!

Ed Rollins, Area 8 Chair

Special Needs

(Continued from page 4)

Luke's very first words. Further, although many "bravo's" were sent Luke's way, the most important thing was that HE knew he did the thing correctly.

Tony E. Surrency, in his 2001 Master's thesis "The Effect of Music Education on Self-esteem and Academic Achievement in Students with Special Needs," cites earlier brain research that seems to speak to Luke's experience in music:

"It has been suggested that music is the most direct route to thinking, because it required neither words nor symbols to be perceived" (Snyder, 1997). Music helps students develop socially and increases their ability to work and cooperate in a group.

Music educators are charged with finding the music in every young person. Luke found his singing voice in the "postman" game. He also came to have a fascination with instruments. My Kindergarten students often play handchimes to create pentatonic clusters, to accompany classroom songs, and to create sounds to accompany stories. I hate to admit that I usually did not have Luke in the group that played chimes as he tended not to hang on to hand-held instruments too well. However, I found that he LOVED to damp chimes that were rung by his classmates. I also found that the other students in his class LOVED to partner with him. He loved to feel the vibration coming from the tines, so I decided that the G2 chime would be a big hit. I feel, were he a millionaire, Luke's first purchase would be a room full of G2 chimes.

These two stories about Luke make a strong advocacy for the importance of arts education for ALL students. Music class can be the place where students with special needs can have some of their greatest successes during the school day. As a rising tide lifts all boats, our students' successes in music can give them a lift throughout the day.

I am glad that there is a place for me as a music educator in the Handbell Musicians of America. Moreover, I am glad that there is a place for Luke, and for his classmates, a place for each of us. Have you said it today? All together now: Uniting People through a Musical Art.

Patrick Gagnon, Iowa Chair



Special Note from the Chair

Ed Rollins Elected President-Elect of AGEHR What to Expect in Area 8?

Just this past week, I was informed of the results of the election for the position of President-elect for AGEHR. I am honored, humbled, fearful and excited all at the same time to have been elected to this position. This does have some affect on the workings of Area 8, and I wanted you to know that your Executive Board has already had discussions by phone, and will meet in St. Charles in early April to discuss this and our 2012 conference.

From our by-laws, it appears that on October 1, Dolan Bayless, our current Chair-elect, will take over as Area 8 Chair. The by-laws also indicate that an off year election will take place to elect a new Chair-elect.

I wanted to affirm to you and to our leadership team that I hope to continue to play a vital role in the planning and implementation of our 2012 conference. I am most certainly not abandoning you or the leadership team. Indeed, I am honored to continue to serve this fine area and will be extremely proud to represent you as I serve the AGEHR nationally.

So here's to more hard work, good times, and a great 2012 conference.

Thanks for your support ~ Ed

The Etude September, 1945 Quiz No. 7

1. What nationality is Stravinsky?
2. Was Saint-Saens a singer, pianist or composer?
3. What is an augmented fifth?
4. Which major scale has E-sharp for its third tone?
5. What is meant by *Da Capo*?
6. If a complete measure contains one quarter-note, two eighth-notes, two sixteenth-notes and four thirty-second notes what should the time signature be?
7. What is a quartet?
8. What is the difference between a tone and a note?



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- written representation of it.
8. A tone is a musical sound, while a note is the together;
 7. Four singers or instrumentalists performing
 6. Three-four time;
 5. Return to and play from the beginning;
 4. C# Major;
 3. A fifth whose upper tone is raised one-half-step by an accidental;
 2. Composer, but also well known as pianist and organist;
 1. Russian;
- The Etude* September, 1945 Answers

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David M. Harris, Director

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