

	<b>Topic</b>	<b>Image</b>	<b>Script</b>
<b>Slide 1</b>	Introduction	Cover	Hi! My name is Jonathan and I'm a pianist. I love to practice, perform and explore weird sounds using the piano. But more than that, I enjoy teaching. I love it when students come to their lessons with an issue and I help them figure it out! There is a sense of achievement for the student, and by extension myself, that is without compare!
<b>Slide 2</b>	Problems	Danger and problem pictures overlapping.	But it's not all "fun and games." There are problems that we face as music teachers and that I believe pose a threat to the occupation itself, students, and music teachers. If we are aware of them, however, we might just stand a chance. The issues I'd like to talk about today are stress, music-related injuries, and the relevance of music.
<b>Slide 3</b>	<b>Stress and Anxiety</b>	Person pulling hair out. Old pictures of "happy" people.	When I think about stress, I immediately want to compare my experience today with what I think the "good ol' days" were like. As if life now were so much more stressful than it was in the past. I mean, "back when I was a student," right? I keep wanting to think that the previous generation of teachers had it better than I do. But that's not necessarily true.
<b>Slide 4</b>	Radocy and Heller – Tips for coping: the music educator and stress	Frustrated person	In a 1982 edition of the Music Educators Journal, Radocy and Heller say that musicians were within one of the five most stressful occupations, and that 5000 teachers in Chicago at the time suffered from stress due to issues such as classroom management, violence, bureaucracy, and overwork from seeking excellence.
<b>Slide 5</b>	Hamann – Burnout: how to spot it, how to avoid it		In 1990 Hamann pointed out that highly dedicated teachers are the most prone to burnout, which is related to stress. This is because they are highly motivated, idealistic and productive. Not exactly bad traits. He showed that, while low-level burnout is not necessarily harmful and can even go unnoticed,

			it can escalate to the point where it is debilitating.
<b>Slide 6</b>	Scheib – Role stress in the professional life of the school music teacher	Work life versus private life	In 2003 Scheib interviewed four music teachers and found that issues with administration, job description, and seeking excellence were still the source of stress. However, his researched revealed that additional stressors can be present, such as conflict between teachers’ personal and private lives. As teachers, we are still human beings, who have families and other responsibilities outside of the classroom that contend for our attention.
<b>Slide 7</b>	How to deal with stress	Solutions?	At least on of these situations should be familiar to us. But how can we deal with them? Radocy and Heller suggest exercise, even if it’s just parking a bit further from school so that you have to walk. Hamann emphasizes pampering oneself and keeping a positive workplace mindset. Scheib shows an interesting solution: adding activities to your schedule that will force you to stop working.
<b>Slide 8</b>	<b>Music-related injuries</b>		The next topic on our list may be one of the results of stress. Stress makes the muscles tight, and playing an instrument like this is the highway towards an injury. But it’s not the only one. What do you do when you have to raise your voice to be heard over the cacophony of students warming up? How can we help our students avoid injuries of their own?
<b>Slide 9</b>	Guptill and Zaza – Injury prevention: what music teachers can do.	Injuries	According to Guptill and Zaza, roughly 25% of music students have had some type of musculoskeletal injury. These injuries range from strains and sprains to nerve compression and neurological problems. Prominent risk factors are sitting for too long, rapid increase in practice time, and repeating sections over and over without taking a break. Stress (especially when preparing for an audition) is also named as one of the injury-causing factors.
<b>Slide 10</b>	Chesky – Preventing music-induced hearing loss	Band rehearsal	Another common injury according to Chesky is hearing loss from being exposed to loud music. According to Chesky, college music students in bands experience sound levels 17000% above the healthy dosage for one day. If extended exposure to these loud sounds is affecting students, it’s reasonable to conclude that

			teachers are at an even higher risk if they are working with several ensembles each day.
<b>Slide 11</b>	Salvador		For Karen Salvador, another injury to which teachers are prone is voice injury. Some causes are the amount of talking, technique, and the amount of noise over which one must talk. Salvador shows that, in addition to talking, music teachers often sing to demonstrate passages to students. The result is that voice disorders are more common among voice teachers than any other academic specialty.
<b>Slide 12</b>	Solutions	Question mark	So how can we avoid all these injuries we just talked about?? For injuries from practicing an instrument, Guptill and Zaza suggest warming up and stretching, taking regular breaks, smart practicing, and proper posture and technique. Teachers must be aware of any signs of the student's physical discomfort or persistent lack of control, as this could be a symptom of focal dystonia.
<b>Slide 13</b>			For hearing loss, Chesky stresses the importance of making the students aware and knowledgeable of the risks and demonstrating safe sound levels. Keeping a sound-level meter handy during ensemble rehearsals is also a good tip. For voice issues, Salvador suggests using a classroom microphone, taking voice lessons, reducing explanation time, and simply refusing to talk over the students (maybe use gestures to signal silence rather than yelling).
<b>Slide 14</b>	Relevance of Music	Is music really important?	The final issue I would like to address is the relevance of teaching music. I have often found myself wondering if there is any point to teaching music besides that it is pretty and makes people feel good. Is reducing funds for music education really such a big issue when there are other matters to consider, such as public health, housing, and safety?
<b>Slide 15</b>	Earhart		In 1921 Will Earhart asked: "Is instrumental music in public schools justified by the actual results?" He responds that yes, because not only do the results rival those from studio lessons, but that the practice is one of "the greatest safeguards against the ragtime and jazz that disgrace our age..." So maybe he wouldn't like

			pop in schools, but his point of teachers being protectors is still valid.
<b>Slide 16</b>	Jorgensen	Fostering change	For Jorgensen, the value of music education goes beyond musical achievement. She views it as an opportunity to engage not only with students but with the community with the purpose of enriching people's lives culturally, artistically, and spiritually. She claims the music educator as a standard against materialism, and as a promoter of imaginative thought and practice. What a beautiful way for us to view ourselves as musicians!
<b>Slide 17</b>	Hodges and Sebald	Brain	In <i>Music in the Human Experience</i> Hodges and Sebald show that, while there are social benefits to Music Education, there are also cognitive benefits, especially in early childhood. Researchers have found evidence that musical training affects brain organization, to the point that both motor and learning skills can be improved for some subjects through the study of music.
<b>Slide 18</b>	So is Music important?	Extra! Extra!	The relevance of music education to our society is questioned all the time. We witness it when we try to get funding for projects, when we hear about budget cuts for the arts and, sadly, when we question ourselves. But music is relevant! It helps tie together social together, furthers the development of our children's brains, and yes, makes people feel good. There's no shame in that.
<b>Slide 19</b>	Conclusion		In this talk I have covered the issues of music teachers' stress, music-related injuries for both students and teachers, and the relevance of music education to our society. These are issues that arise often in our daily lives as teachers as we work, practice, and advocate for our profession. Although they are serious threats that have ended many a career, there are solutions.
<b>Slide 20</b>			Make some time for yourself, even if you have to schedule it. Take a five-minute walk in the sunlight, choose a practice room with a window, park your car away from school so that you are forced to take a walk. This will relieve your stress and keep you from injuring yourself. Have your students do the same! Keep

			yourself healthy, and never doubt what you do. Music is vital, and so are you!
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