



# WMTA NEWSLETTER

May 2020

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“Online Music Lessons: Covid-19 Style”



## Calendar of Events

- June 16, 2020  
Composer Competition Entry Deadline
- October 23-24, 2020  
Annual State Conference

## About Our Organization

Since 1910, Wisconsin Music Teachers Association has continued in its goal to develop, maintain, and recognize high standards of music instruction and performance in Wisconsin.

We accomplish this by supporting students and educators with events, resources and a powerful network of like-minded individuals.

By providing structure and activities at local, state, divisional, and national levels, we work together to accomplish goals which couldn't be achieved by working alone.

The first official meeting of the WMTA was held on June 22, 1910 in Appleton Wisconsin under the direction of the first president, Dean William Harper.

Our state now has 16 active local associations which provide regular meetings, student programs, teacher development, membership networking and so much more.

As an affiliate of Music Teachers National Association, we share common objectives and values with musicians and musical educators in all 50 states.

MTNA was founded in 1876 and is the oldest professional nonprofit music teachers association in the United States.

We actively endorse the MTNA mission "to advance the value of music study and music making to society and to support the professionalism of mu-

*Our mission is to advance the value of music study and music making to society and to support the professionalism of music teachers.*



## Wisconsin Music Teachers Association

Part of Music Teachers National Association

# Letter From The President

Dear WMTA Members,

It is May! How are you doing? How are you adjusting in the new normal? At this point I feel so fortunate to have the work that I have. The time that I get to spend with my students is precious and it is even more special that I get to be part of their musical creation at this time. I have met family members, human and furry, that I did not know previously. Students have seen my living room instead of my studio. Each of us is learning more about each other.

I am also learning more about my teaching, how I communicate and connect with my students. We are both on learning curves as we work digitally. I have watched webinars, tried apps, and adjusted device angles to get the best result for a technique/student. It is a learning adventure.

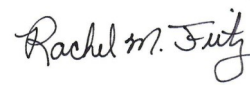
MTNA and WMTA have been part of my journey through "safer at home" and I would like to share with you some of the resources and information that have been helpful to me :

- 1) MTNA Virtual Conference - Have you ever wanted to go to the MTNA conference but just have not been able to make it work? Now is your chance to attend. All of presentations can be found [HERE](#). Also it is not just for members. Share with your friends that might not know of the great resources that MTNA can provide.
- 2) MTNA E-Festivals - Yes it is disappointing that some District Auditions and Badger Competition had to be cancelled this year but all is not lost. MTNA has E-Festivals available at any time. You can find out more [HERE](#).
- 3) WMTA Competition for Young Composers - Again this could be an option for those students that love to participate in auditions. This is an opportunity to participate in a competition event. Deadline is June 16. You can find the information [HERE](#).
- 4) Resources - How do I get information? Or I have a question, where can I ask it. MTNA has created a website that lists many resources [HERE](#).

I know that this is and continues to push our learning curves but we know that we will continue to do what is best and needed to help our students make music.

Sincerely,

Rachel Fritz, WMTA President



# WMTA Leadership

## Executive Board

**PRESIDENT:** Rachel Fritz [rachelfritz@yahoo.com](mailto:rachelfritz@yahoo.com)

**IMMEDIATE PAST-PRESIDENT:** Nicholas Phillips, NCTM [phillins@uwec.edu](mailto:phillins@uwec.edu)

**1ST VP-CONFERENCE:** Kayme Henkel, NCTM [kaymehenkel@yahoo.com](mailto:kaymehenkel@yahoo.com)

**2ND VP-MEMBERSHIP:** Justin Krueger, NCTM [justind.krueger@gmail.com](mailto:justind.krueger@gmail.com)

**TREASURER:** Sydney Alexander [sydnealexander94@gmail.com](mailto:sydnealexander94@gmail.com)

**ARTS AWARENESS AND ADVOCACY:** Teresa Drews [tdrews@wcmusic.org](mailto:tdrews@wcmusic.org)

**BADGER KEYBOARD:** Mary Anne Olvera, NCTM [maolvera@baldwin-telecom.net](mailto:maolvera@baldwin-telecom.net)

**BADGER VOCAL/INSTRUMENTAL:** Opala Bilhorn [opalas.music.studio@gmail.com](mailto:opalas.music.studio@gmail.com)

**COLLEGE FACULTY REP:** Jessica Johnson, NCTM [jgjohnson@wisc.edu](mailto:jgjohnson@wisc.edu)

**DISTRICT AUDITIONS:** Sandra Statz, NCTM [sandra@statzmusic.com](mailto:sandra@statzmusic.com)

**INDEPENDENT MUSIC TEACHERS FORUM:** Mickey Lytle, NCTM [musicbymickey@gmail.com](mailto:musicbymickey@gmail.com)

**LOCAL ASSOCIATION CHAIR:** Mary Anne Olvera, NCTM [maolvera@baldwin-telecom.net](mailto:maolvera@baldwin-telecom.net)

## Administrative Council

**COLLABORATIVE PERFORMANCE FORUM:** Kirstin Ihde [ihdek@uwosh.edu](mailto:ihdek@uwosh.edu)

**WMTA STUDENT COMPOSITIONS:** Sam Ecoff [sam@samecoff.com](mailto:sam@samecoff.com)

**MEDIA CHAIR:** Katie Nelson [katharyn.nelson@gmail.com](mailto:katharyn.nelson@gmail.com)

**MTNA STUDENT COMPOSITIONS:** Kaju Lee [leekaj@uwplatt.edu](mailto:leekaj@uwplatt.edu)

**MTNA CERTIFICATION:** Amber White [amberspiano@gmail.com](mailto:amberspiano@gmail.com)

**MTNA COMPETITIONS COORDINATOR:** Vacant

**MTNA COMPOSER COMMISSIONING:** Michael Mizrahi [michael.d.mizrahi@lawrence.edu](mailto:michael.d.mizrahi@lawrence.edu)

**MTNA FOUNDATION:** William Whipple [williampwhipple@gmail.com](mailto:williampwhipple@gmail.com)

**MTNA YOUNG ARTIST/CHAMBER MUSIC:** Ashley Jehn [hankeash132@gmail.com](mailto:hankeash132@gmail.com)

**MTNA JR. /SR. COMPETITIONS:** Bethany Hartlaub [bjhartlaub@ghartlaub.com](mailto:bjhartlaub@ghartlaub.com)

**TEACHER AWARD OF EXCELLENCE:** Drew Donica [drewdonica@outlook.com](mailto:drewdonica@outlook.com)

**THEORY:** Sydney Alexander [sydnealexander94@gmail.com](mailto:sydnealexander94@gmail.com)

**WELLNESS FORUM CHAIR:** Jessica Johnson, NCTM [jgjohnson@wisc.edu](mailto:jgjohnson@wisc.edu)



# Local Association Presidents

[CVMTA Chippewa Valley Music Teachers Association](#)

President: Pending

[FVMTA Fox Valley Music Teachers Association](#)

President: Justin Krueger, NCTM, justind.krueger@gmail.com

[GMC WMTA – Greater Milwaukee Chapter](#)

President: Laura Swenson, mrsswen2@yahoo.com

[KRMTA Kenosha Teachers Association](#)

President: Judy Ballard, jballard10@wi.rr.com

[LAMTA La Crosse Area Music Teachers Association](#)

President: Marilyn Lee, germarlee@gmail.com

[MAME Madison Area Music Educators](#)

President: Denise Taylor, dtaylorpiano@gmail.com

[MAMTA Marshfield Area Music Teachers Association](#)

Contact: Janet Wolf, revjanet@tznet.com

[MMTA Michibago Music Teachers Association](#)

President: Louise Mann, louisemannpiano@gmail.com

[OAMTA Oshkosh Area Music Teachers Association](#)

President: Madison McCarney, madison.mccarney@gmail.com

[RRMTA Rock River Music Teachers Association](#)

President: Julie Hildebrandt, davidh53@frontier.com

[SAMTA Superior Area Music Teachers Association](#)

President: Roberta Grube, grube4@centurytel.net

[SCVMTA St. Croix Valley Music Teachers Association](#)

President: Mary Anne Olvera, NCTM, maolvera@baldwin-telecom.net

[SPAMTA Stevens Point Music Teachers Association](#)

President: Gail Heywood, NCTM, gailheywood0@gmail.com

[WAMTA Wausau Area Music Teachers Association](#)

President: Vacant



# Welcome to New Members

Jill Heinke Moen	Eau Claire, WI
Buffy Luostari	Maple, WI
Nicole Moritz	Slinger, WI
Cameron Pieper	New York, NY
Lyle Raymond	Sun Prairie, WI
Wade Troyer	Madison, WI

\*Denotes Collegiate Member

## Website Membership Database

The Find-A-Teacher database is available to all WMTA members. This feature allows each of you to control information that is posted and seen by the public. You can also promote yourselves with new profile options such as choosing multiple areas of expertise, adding a description of your studio, your photos, contact information and links to outside sites. The office is frequently contacted about recommendations for music teachers in a specific area. In the future, we will be sending all requests to this page to help them find the information they need.

To create a WMTA online teaching profile, click on the link below, then follow the instructions on the screen. The processes should only take a few minutes. Once complete, you will be able to access and change all of the information at any time. For questions, feel free to contact the central office by emailing [wisconsinmta@gmail.com](mailto:wisconsinmta@gmail.com).

**[Find-A-Teacher Database](#)**



# WMTA Young Composer Competition

How do you get your students started with composition if you've never taught composition before? It's not as difficult as it might seem. It's completely paradoxical, but the easiest way to stimulate creativity is usually to impose many strict restrictions. I've found that the best way to ensure that my students write absolutely nothing is to hand them a blank sheet of manuscript paper and say, "write me something." Without any sort of restrictions, students have nowhere to begin. The infinite possibilities, rather than granting freedom become paralyzing.

The word "restrictions" has a lot of negative connotations, but it doesn't have to be that way when you present it in lessons. I look at establishing restrictions as a process of helping students to make decisions which will help them to unleash their creativity. Some basic questions I usually ask are:

- What instrument or ensemble will you write for?
- What key will you write in? (This is often informed by the selection of the ensemble.)
- What time signature will you use?
- What is the form of your piece?

For many students, answering the questions above is enough to get them off and running. For those students, assigning a certain section (or part of a section) to be completed each week is all they need.

Other students need more structure to get going. Breaking sections down into phrases and looking at the structure of each phrase on a more microscopic level can provide the structure some students need.

If we were working to create an eight-measure section of music, we could begin by constructing the first four-measure phrase. Two common phrase structures are aaba and abac. When using aaba, the student must come up with a single measure "a" idea. For the second measure, students can either repeat their first "a" idea, or make a little variation of "a" by changing a note or two, or they can use sequence to move the "a" higher or lower. When students encounter "creative paralysis" at this point, I ask them to play "a," then repeat it a step higher. Then, I ask them to play "a" and repeat it a step lower. Next, I ask them which they like best. Students usually have a preference between the two. If neither of those options works, trying the "a" idea a third higher and lower yields more possibilities.

Once they've decided on "a" and a variation, they need to create a contrasting "b". This leads to some great discussions about what creates musical contrast. Asking students to focus on one musical aspect at a time can really help avoid creative paralysis. Questions like "how can you create something that contrasts rhythmically with your first idea?" or "can you use an interval you didn't use in your first idea?" or "what articulations can you use in your 'b' idea that you didn't use in 'a'?" can really help students to create a contrasting "b" idea.

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# WMTA Young Composer Competition

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Once students have their “aab” constructed, they just need to repeat “a”. However, this time, we change “a” so that it asks a question (i.e. ending on something other than the tonic). This leads to some great discussions about musical questions and answers. Now that this four-bar musical question has been constructed, students just need to repeat it and alter the ending so that the final “a” ends on the tonic. Just like that, students have constructed their first eight-measure phrase.

It’s a rather left-brained approach to composition, but it provides enough structure and support to give the students who lack confidence in their own creativity to get started with a composition. Oftentimes, if you can give them a start, there’s no stopping students!

Remember that the entry deadline for this year’s WMTA Young Composers Competition is June 16th. I’ll look forward to seeing all of your student’s awesome entries!

Sam Ecoff  
WMTA Young Composers Competition Chair

Schedule changes due to COVID-19.

- 1) Executive Board and Administrative Council Meetings have been moved to August 7, 2020.
- 2) Membership renewals - Please note that MTNA has extended the due date for all membership renewals to September 1, 2020.



# 2020 State Conference

We are looking forward to seeing everyone at the conference in October. It will be a wonderful time to share our thoughts, stories and teaching strategies from our time spent while social distancing. I know seeing pictures and memes from my teaching colleagues has been heartening during and after the transition to online lessons.

Planning has had to slow down in some respects, but we look forward to beginning our registration in June and introducing you to the speakers we have lined up. Watch for the email and website updates over the summer!

Kayme Henkel, NCTM, VP-Conferences

## Mara Gibson Biography

Composer Mara Gibson is originally from Charlottesville, VA, graduated from Bennington College and completed her Ph.D. at SUNY Buffalo. She also attended London College of Music as well as L'École des Beaux-Arts in Fontainebleau, France and the International Music Institute at Darmstadt, Germany. She has earned grants and honors from the American Composer's Forum; the Banff Center; Louisiana Division of the Arts; Arts KC; Meet the Composer; the Kansas Arts Commission National Endowment for the Arts; the International Bass Society; ASCAP, the John Hendrick Memorial Foundation; Virginia Center for the Arts; and Yale University. Recently, she enjoyed a residency at the MacDowell Colony. Internationally renowned ensembles and soloists perform her music throughout the United States, Canada, South America, Australia, Asia, and Europe.



Gibson's music has been described as "shocking, gripping and thought-provoking... conjuring a flurry of emotions" (PARMA recordings). She is a regular cross-disciplinary collaborator, having worked with choreographers, visual artists, writers, film makers and musicians. In 2015, Gibson released her first compilation CD, *Artifacts*, with her second recording, *Sky-born*, following in November 2017 through Navona/Parma Recordings. The latest presents new works including "Blackbird," which features Cascade Quartet. The music draws inspiration from a variety of artistic mediums: "haunting and epic with visceral energy." Her piano preludes "Conundrums" are inspired by a series of paintings by Baltimore-based artist Jim Condron and performed by Holly Roadfedt. Pieces by long-time collaborators Michael Hall, UMKC colleagues and Megan Ihnen are also featured on the new album in "Spark" and "One Voice." As Gramophone magazine describes, "repertoire on this recording was mostly inspired by poetry and paintings. What binds these pieces are Gibson's concise handling of musical materials and her spectrum of sonic approaches." *Sky-born* displays a compelling contemporary voice with a restless imagination, able to morph other forms of artistic expression into daring, musical odysseys." In August 2017, Gibson was the first-annual commissioned composer for the Baroque on Beaver Orchestra led by Robert Nordling. The ensemble showcased her newest piece, *Secret Sky*, music inspired by the bird migration patterns on the island. Collaboration is integral to Gibson's process; whether through her music, collaborations or teaching, she hopes to achieve a relationship between the macro and micro.

# IMTF Article

## Online Music Lessons: COVID-19 Style

I've been teaching online lessons for over two years now, so while I wasn't a stranger to it, I wasn't exactly relishing the thought of teaching my \*whole\* studio online (during a pandemic, nonetheless). I was most worried about my adult students being open to continuing to learn online, especially with their kids and partners home all the time. Would they even be able to make time to practice with these sudden changes in their lives? Would not seeing them in person affect the "therapy" portion of their lesson, as well as their candor and demeanor? What would it be like for the kids? Could I be a source of constancy and positivity in their lives during this unprecedented time? How would I balance all my own life changes and still be the teacher they needed me to be? What about the really young students or the nontraditional learners? Could we be successful together in an online format?

Online lessons are best-suited to a particular type of learner, and a particular type of parent, too. As far as the teacher is concerned, you should expect to modify your teaching toolbox for online instruction. There is much more use of descriptive words; there is less gesture, pointing, circling, clapping. The pacing is different; the way in which you evaluate sound is different. Technique is taught, explained, and demonstrated in ways you might have never tried before. There is a new etiquette to learn with the electronic delay of sound and speech, you become hyper-aware of how you look and sound to others, and you learn to become even more patient and savvy with technology. Some things are modified and some are altogether...well, you get it, different.

But when your entire studio suddenly converts to online lessons, "Whoa, Nellie!" You find yourself sitting in front of a screen, not standing as much or moving around your studio throughout your teaching time. Your 9-year-old student also faces a new learning curve: "Ok, let's go back to measure 4. You see the 5 in the box at the beginning of the second line? That's a measure number, so where is measure 4? No, that's measure 6. Go back one measure from measure 5. Yes! That's measure 4. Now find beat 3 in your right hand. No, not your left hand. Can you point to beat 3? Ok, good. What note is that? Yes, it's a G. You played an A there. Can you circle that note? Oh, sure. Yes, go get a pencil. Remember, you should always have a pencil at your piano."

When a lesson ends and another begins, it is done with a click — you don't even get to stand up to open the door. Bathroom break? Refill your water glass? Beginning and ending lessons on time becomes a heightened source of stress...you feel as if the clock is definitely being watched. You realize you need your own copy of all your current teaching materials (who knew you were so diverse in the repertoire and materials you assigned?). Speaking of assignments...you might have to modify the way you handle those now, too. Receiving and correcting written work is another beast of its own. Communicating enough (but not too much) with parents is important. But treat them with kid gloves, because they're under significant stress, too. People are losing their jobs, online schooling is stressful for all involved, and staying home with your family 24/7 is not anyone's idea of fun.

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# IMTF Article

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In communicating with my colleagues (both locally and throughout the US) in recent weeks about online teaching, many expressed they are – flatly – overwhelmed. They are emotionally, mentally, and physically exhausted at all the changes they've needed to make to be able to keep their studios up and running during this time of social distancing. Privately, they are worried. They are scared. I'm following various social media groups and pages devoted not only to piano teaching, but also to online music teaching, teaching during a pandemic, and teaching using various online instruction platforms. I am continually amazed by all of the knowledge and idea sharing that is happening, the teachers who are willing to grab the bull by the horns and power through, the ones who are making more stress and work for themselves than is probably necessary, and those who are easily defeated by change and technology issues.

Independent music teachers – in a time where our local association meetings and end-of-year activities are being canceled, where it's difficult enough to plan for the uncertainty of next fall, let alone for this summer – please reach out to your colleagues. We don't always have the answers, but we do have a sympathetic ear. Even though we feel isolated (even more than normal for our profession!), everyone is going through this together. And we will get through it...together.

*Mickey Lytle, NCTM, serves WMTA as the Independent Music Teachers Forum (IMTF) chair. She is the founding president and member of Madison Area Music Educators (MAME), serving currently as immediate past president, website/publicity/social media chair. She is a member, adjudicator, and local chair of the National Guild of Piano Teachers (NGPT). Her students have received numerous musical honors including the Guild Paderewski Medal, Guild Sonatina Medal, Guild National and International Winners, MTNA Junior Auditions State Winners and Convention Recitalist, and college scholarship recipients. Ms. Lytle is active in her local community theater and serves on the Board of Directors for the Center for College and Career Readiness and EdCenter, Inc. She is the founder of the annual Sonatina Festival held in the Madison area each fall, and founded a local nonprofit community music school. She presents and consults on a variety of topics including nonprofit management, piano pedagogy, arts-related business strategies, and marketing.*

# District Auditions

It is with a bit of sadness that we are at this time of year and not having all the excitement that goes with the end of District Auditions! Please know that there was a LOT of discussion and news following as the CoVid-19 "Stay at Home" orders were just 5 days away. This decision was not taken lightly. Our teachers all LOVE seeing and working with their students so much. WMTA appreciates that a LOT. It has been phenomenal to watch the teachers pull together and support each other during this time of transitioning to virtual lessons. Thank you for ALL that everyone is doing for their students. All current High School students will receive their HS awards. Those in grades 9-11, will get their awards when they get to be Seniors if they played the remaining 3 years. Please feel free to reach out to your District Chairs and remind them if your student is one of these. FYI-Twelve Year awards will also be honored for students missing this year if they were signed up for these auditions.

We realize that students will not be receiving points for this year, but we encourage students to enter the WMTA Composition Competition, or add in a duet audition, in future years to receive points. Points received in both of these areas are added to the student's points for their main performance medium.

Please remember to submit your MTNA/WMTA dues before October 15, 2020, to enter students in the 2021 auditions. May the remainder of your semester be rewarding with your students.

Respectfully Submitted,  
Sandra Statz, NCTM  
WMTA State District Chair



# Badger Vocal/Instrumental

Greetings! I hope this note finds everyone healthy and managing to make the best of the unusual times we are living in. I keep looking at my calendar and seeing dates for events, that I haven't erased but that have been cancelled, come and go. It is giving me a new appreciation for these events and an anticipation for when we are able to resume activities like Auditions and Badger State.

Since I do not have anything to report regarding Badger State V/I I thought I would share about some of what I'm doing in my studio. Like many of you, I have been teaching my lessons primarily through Zoom. I have transitioned students from their audition repertoire to preparing for a Spring Recital which will be conducted through Zoom. I considered the idea of having students pre-record their piece(s) and use a private setting on Youtube to have a viewing party. However, I've decided to keep things simple(r) and stick with a Zoom recital. There is a learning fatigue among many folks because of all the new technology we suddenly need to learn. As a teacher I want to be sensitive to that so that the lessons I offer are not another source of stress. In preparation for the recital I am sending families an email with Zoom Recital etiquette/suggestions. One point will be on how to applaud - since zoom only allow one sound. The audience will wave their hands at the camera or hold up a sign with a positive message and the performer can take a picture of the screen. Just as this time of "Safer at Home,"/Social Isolation has been so unique so will this Spring's recital. What a great thing that we can still celebrate music and our student's development even if it's in an alternative medium!

At this point I am waiting to begin planning for WMTA Badger State V/I 2021 until things with COVID-19 stabilize. Hopefully there will be more information to report in the next newsletter!

Respectfully submitted,

Opala Bilhorn, NCTM  
Badger V/I Chair

# Leadership Position Opportunity

Are you possibly interested in being more involved in WMTA? Do you want to assist in the mission of the organization? Do you want to build your network of colleagues? Have you thought about a Leadership position on the WMTA board? Do you wonder how people get to be the leaders? Then take a look at the following open positions for leadership:

## **JOB DESCRIPTION – LOCAL ASSOCIATION CHAIR**

The position of Local Association Chair is one primarily of connection and facilitation. Responsibilities include:

1. Acts as conduit between MTNA Chair and all local association presidents throughout the state
2. Keeps LA presidents apprised of all national correspondence
3. Establishes a working relationship and close communication with local association presidents
4. Offers assistance as needed by local associations
5. Mentors local association presidents as needed
6. Remains responsive to requests for assistance, and researches/brainstorms positive approaches to concerns
7. Maintains positive avenues of communication
8. Attends state conferences and national conferences when possible
9. Prepares information packet for each local association president, to be disbursed at conference luncheon meeting
10. Attends state board meetings, dispensing info to presidents
11. Sends out End of Year Information report to presidents, and gathers information from all associations. This is inclusive of but not limited to a full overview of the past year activities, number of members, program offerings, student activities, teacher enrichment activities, etc. This information is sent on to MTNA national chair and provides a picture of state associations.
12. Prepares list of new Presidents and Officers and sends to WMTA President, WMTA Administrative Secretary, and MTNA national chair.
13. Encourages the affiliation of new local associations and/or collegiate chapters within the state and acts as facilitator through set-up of association
14. Periodically checks membership data to ensure connection has been made between association president and new member
15. Gathers info regarding association programs and send to LA presidents
16. Gathers Member of the Year information (bio) from associations, and prepares certificates for presentation at conference
17. Sends Member of the Year bios to Administrative Secretary for inclusion in conference booklet
18. Reminds LA presidents of deadlines for articles to be included in newsletter
19. Reminds LA presidents of availability of grants and deadlines

While it may appear that there are many bullets in this job description, this is not a labor-intensive position. It is busiest in May when End of the Year reports are coming and being compiled, and in October in preparation for state conference.

It is, however, a very rewarding position, and affords the opportunity to see the true richness of our Wisconsin associations, and to meet the presidents that are making it happen.





# HIGH SCHOOL PIANO *Scholarship Competition*

## *Details*

**JANUARY 28, 2021**

For students grades 9-12

Register by January 12, 2021

- Receive Detailed Feedback
- Network with other Musicians
- Win Scholarships and Awards
- Limited Openings!

visit [mbu.edu/pianocompetition](http://mbu.edu/pianocompetition)  
for more details and registration



# Membership Reminders

## Have You Moved?

All membership changes, including renewals and address changes, should be made on the MTNA website by updating your member profile. [www.MTNA.org](http://www.MTNA.org)

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## PROFESSIONAL SUPPORT LINE

MTNA provides free counsel for members. Contact the MTNA National Headquarters with any business or pedagogical questions.

(888) 512-5278 -or- [professionalsupport@mtna.org](mailto:professionalsupport@mtna.org)

They will gladly assist you in areas such as business plans, contracts, copyright concerns, legal standards, property acquisition, zoning laws, partnerships, grants, acoustic building standards, ASCAP matters, certification, teacher development, group affiliations, music supplies, equipment purchasing, lesson plans, customer fees, health insurance and teacher networking.

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## Advertise Here

The WMTA Newsletter is published four times a year during the months of February, May, August and December. The deadline for sending submissions is the 1st of the month before the issue publishes. Please contact our central office to learn more about the requirements and opportunities for advertising in this and other WMTA publications.

Full Page Ad (8.5" x 11") \$100

Half Page Ad (8.5 x 5.5") \$50

Quarter Page Ad (4.25" x 5.5") \$25

Eighth Page Ad (4.25" x 2.75") \$15

## Member Submissions

All WMTA members may submit relevant announcements or articles to be published in the newsletter. All submissions should be submitted 2 to 4 weeks in advance and must be received by the 15th day of the month prior to issue date or they will not be included and are subject to space availability.

To propose information, please email the central office with potential text and pictures. All text should be concise and edited for content, spelling and grammar. Photos should be clear, high resolution and ready for publication. Please do not send pdf documents. All content is subject to edit and approval before it can be included.



Be sure to find  
and "like"  
the Wisconsin Music  
Teachers Association  
on Facebook!

