Interactive Qualifying Projects (All Years)   Interactive Qualifying Projects

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Towards a Paperless Choral Classroom

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TOWARDS A PAPERLESS CHORAL CLASSROOM

Interactive Qualifying Project completed in partial fulfillment

Of the Bachelor of Science degree at

Worcester Polytechnic Institute, Worcester, MA

Submitted to the

Professor John F. Delorey, advisor

In Cooperation With

The American Choral Directors Association Eastern Division

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ABSTRACT

The objective of the "Towards A Paperless Choral Classroom" Interactive Qualifying Project is to integrate music and technology and to provide a template for a paperless choral conference. Students in this project prepared months in advance to assist in the Eastern Division Conference for the American Choral Directors Association. The students explored the many possibilities with which modern technology can benefit the music world. This report suggests technological alternatives to routine choral practices, and can serve as a guide for future choral conferences.

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1. INTRODUCTION

The Towards A Paperless Choral Classroom project is an ongoing Interactive Qualifying Project (IQP), which is advised by Professor John Delorey. This project was sponsored by the Eastern Division of the American Choral Directors Association (ACDA). The ACDA is the largest organized group dedicated to choral music in the United States. They provide resources and information to choral directors around the country. This year the ACDA Eastern Division conference was located in Providence Rhode Island, at the Providence Convention Center.

There were several responsibilities which were given to the IQP group by the ACDA. The first of these responsibilities was to prepare the complimentary USB drives. This included researching USB manufacturing companies, obtaining files of all pieces of music that were to be projected in the reading sessions, and organizing these files. The idea was to put all pieces of music from each reading session onto a USB drive and give one to each person attending the conference. Since attendees were not receiving physical copies of the sheet music, the group was to project music scores during reading sessions. To ascertain people's opinions of the paperless reading sessions, a survey was administered after each session. In addition to these requirements, the group was to create and run an information booth. This booth was to contain computers for general use, as well as space which the Digital Choral Folder group could use to present their Master Qualifying Project (MQP). The booth was to be manned at all times by several students who could answer any questions and help people with general technology problems. This booth acted as a staging point for the IQP group during the conference.

The main focus of the group before the conference was preparation. Since the conference was in February, there were two terms that could be dedicated to preparation. During A term, the majority of time was spent reviewing previous material and preparing written material. In B

term, the group started gathering resources for the USB drives and practicing projecting. As the

conference approached in C term, the group finalized the USB drive and collected the equipment

which would be used in the information booth. The group also created a survey which was to be

administered at the end of each reading session. Finally, the group attended the conference from

February 15th to February 18th.

The goal of this project was to provide a completely paperless experience at the EACDA 2012

conference in Providence. The three parts of this goal were the creation of the complementary

USB drive, the reading session projections, and running the technology booth. Furthermore,

since this conference was the first to provide a completely paperless experience, it was important

to provide a guide and suggestions for future paperless conferences.

2. BACKGROUND AND RESEARCH

2.1 Critiquing ACDA Websites

The ACDA is all over the country. It is split up into seven chapters. Each chapter consists of 4-11 states. Each chapter has its own website and each state has its own site as well. The quality of each site varied from professional to completely broken. For an early practice assignment, each group had to write a critique for a particular region.

When critiquing a website, there are several factors to look for. First and foremost, look for the visual appearance of the homepage. Look for things such as layout, color scheme, etc. One common design flaw we observed was inconsistent layout between the homepage and the subpages. Another important aspect of a good website is the content itself. The content should be relatively up to date and accurate. A good ACDA website should have records of upcoming events so people can plan accordingly. Also, a website shouldn't be broken. All links should lead where they should and there shouldn't be any broken links.

With the ACDA, we observed a wide variety of different websites. Some were completely broken such as Utah which leads to a 404. A few of the sites looked professionally made. They had an attractive easy to read homepage, were easy to navigate and find out information, and had a consistent color scheme. There were a few that had up to date and accurate information, but had ugly, hard to read layouts. One had a paragraph with 2-3 words per line. Some sites worked, but were last updated several years ago.

2.2 Choosing USB Candidates

An essential part of this project is the production of custom USB flash drives to be distributed during the Eastern Division ACDA conference in Providence. In order to choose the appropriate flash drives to use, it is necessary to gain an understanding of USB technology and its implications and reach in modern society. Once necessary research has been done on this topic, acquiring quotes from companies should be much easier.

USB is an acronym for Universal Serial Bus, which is the name for a data transfer interface developed in the mid 1990's. It is the industry standard for computer connections and thus makes data transfer between devices very simple. USB ports can be found on computers, media players, and video game consoles among countless other technological devices. USB is symbolized by a widely recognized drawing shown in figure 1.
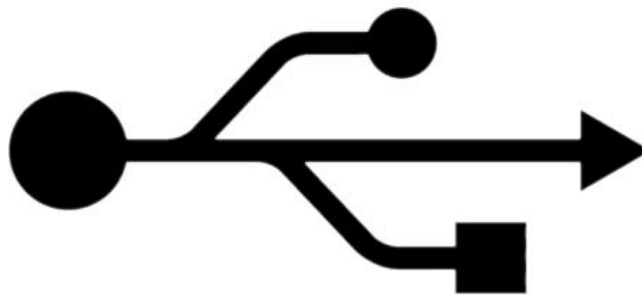
Figure 1: Standard USB Connection Logo

Developed shortly after the popularization of USB, flash drives were created. A USB flash drive is a data storage device that currently ranges in storage size from 250 megabytes to upwards of 250 gigabytes, which translates to the size of one third of a CD to 360 CD's. Though a very important factor, the size range is not the only difference in flash drives on the market.

They are highly customizable for exterior designs and interior hardware specifications. An

example of a common design for USB flash drives is shown in figure 2.

Figure 2: Standard USB Flash Drive

In order to acquire the correct quotes from companies for large scale production of USB

flash drives, the Providence IQP team must follow a list of specifications the ACDA wanted each

drive to have. The drives needed to be one gigabyte in storage size with a certain amount of that

data preloaded by the manufacturer. The ACDA also specified the drives to showcase custom

logos on both exterior faces of the drives. The last specific requirement was to find the estimated

production and delivery time for 1000 of these USB flash drives. With these specifications and

the knowledge of USB flash drives and current marketing factors, the Providence IQP team had

the necessary information to obtain quotes from companies who could meet the needs of the

Eastern ACDA.

To maximize the amount of quotes acquired, the Providence IQP team broke into

individual groups to acquire a variety of quotes from different companies. With three to four

members per group and three quotes per group member, about 30 or so quotes would be gathered

assuming some company overlaps between groups.

Each member of the group investigated about 3 large USB flash drive production companies on the internet. When evaluating the possibility of a quote from a company, the ability of fulfilling the ACDA requirements had to be considered. If the number, size, preload capacity and other requirements requested by the ACDA could be met, the company would be contacted.

When acquiring a quote, desired flash drive information was typically entered into the company website where quantity, capacity and other details such as double sided printing would be disclosed. Following submission of a quote request, IQP members followed up with the company via email to establish contact with a service representative. Occasionally service representatives would contact first with a quote based on the details provided, however communication with service representatives was found to be most effective when additional contact was made over the phone. Contact over the phone seemed to make the sales relationship more personal allowing the representative to better understand the project at hand and provide a more competitive quote. Some companies additionally provided sample flash drives which helped when it came time to compare companies.

After all the estimates had been collected, various factors came into the decision process of which flash drive to select. Companies offered various combined shipping and processing times which certainly was a consideration when dealing with a future deadline. Although some companies had different ways of displaying their costs in the quote, the cost per USB drive was perhaps one of the most important factors when deciding. Cost per drive quotes varied significantly throughout the research process, and was a good starting point in our selection process. An additional cost that was accounted for was the cost of preloaded data. Certain companies provided complimentary preloaded data before additional costs were tacked on. Size and pricing of preloaded data also varied from company to company. The final ACDA

requirement that was looked at was the cost and ability of double siding printing. During the

research process, certain companies failed to offer double siding printing and were therefore

discarded from the pool of potential suppliers. Some production companies offered free double

sided 2 color printing, while others provided just one free side. In addition, different types of

printing were also available. Laser printing was an option offered but seemed to be a more

expensive and less practical method than the logo imprinting. Overall, the most important things

to keep in mind while selecting from a group of competitive USB flash drive quotes were

individual drive costs, preloaded data and double sided printing.

Company	Cost/Unit
Custom USB	5.45
Memory Suppliers	6.15
CF Gear	4.66
USB Memory Direct	5.65
USB Digital Media	4.19
Rely Media	4.8
Print USB	6.99
Xlogo Tech	4.5
Flash Wholesaler	4.89

Cost/Unit is displayed in Dollars.

Table 1: USB Cost

After familiarizing oursleves with the USB interface and technology, we were able to

better comprehend the role of the USB flash drive that would be used in the 2011 Eastern ACDA

conference in February of 2012. The background gathered during USB technology research

provided a foundation before beginning our search of flash drive estimates. With this

information, estimates were gathered and matched to decide which of the flash drive production

companies would provide the best, most cost efficient product for the conference. The decision

making process was ultimately handed off to someone outside the Providence IQP group.

2.3 Specifications of Projectors

For the projector, we used the NEC model number NP64. The resolution for this type of

projector is 1024 x 768 pixels and the corresponding throw ratio is 1.6:3.1 (1). Other important

metrics are that it has a 1.2:1 zoom ratio and weighs only 3.5 pounds. Throw ratio is defined as

the distance measured from lens to screen divided by the width that it will project (2). Knowing

this throw ratio and the width of your projection gives you a range of distances in which the

projector must be placed from the screen in order to achieve optimum viewing capability. The

group decided to project on a ten foot wide screen, so by a few short calculations the projector

lens should be between 16 and 31 feet away from the screen.

3. METHODLOGY

3.1 Online File-Sharing Tools

Two web-based applications were used for the sharing of documents in the duration of the IQP. A file-sharing application was essential to the students in the IQP because it allowed convenient access to the many documents, images, and presentations created for the project. Since these programs were online, any files changed were updated in real time so that there was no confusion within the large group.

3.1.1 SharePoint

SharePoint is a web-based program that helps with collaborating with group members and keeping documents in an organized manner. In addition, SharePoint allows users within groups to share a calendar, organize task lists, create blogs, and wikis to better promote productivity. With SharePoint's wide range of capabilities, it aids in completion of group-based projects. The IQP group used SharePoint in order to make the project easier and to promote communication within the group. It also allows for the group to communicate with the advisor about assignments and tasks.

One IQP team within the entire group was in charge of setting up the SharePoint site for the IQP. To begin using SharePoint one must enter the WPI username and password on the login screen. By clicking the 'My Links' tab in the upper right hand corner of the webpage, it displays several options which include 'SharePoint Sites,' 'Add to My Links,' etc. by placing the mouse over the 'My SharePoint Sites' options a drop-down menu display the personal Sharepoint Sites. An example of this functionality is shown in Figure 1.
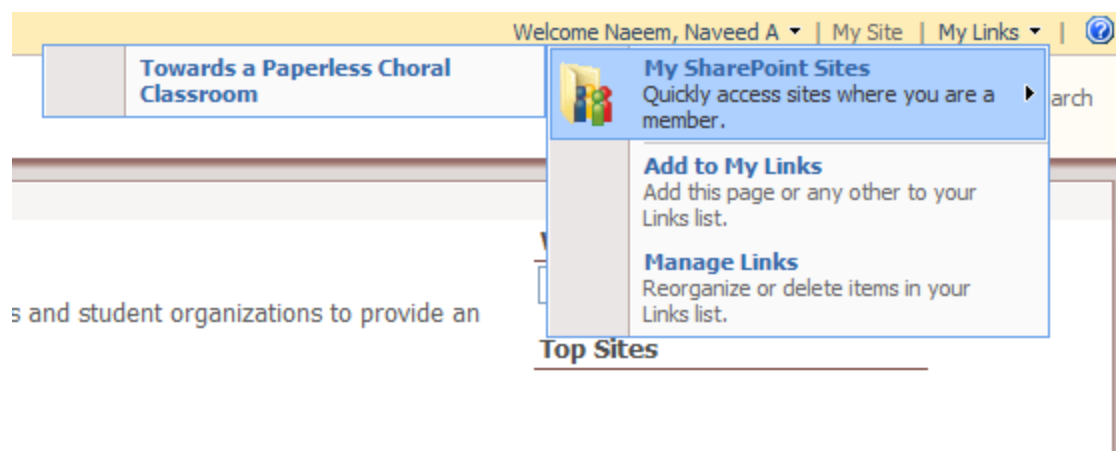
Figure 3: SharePoint Drop-down Menu

After clicking on the project site, in this case "Towards a Paperless Choral Classroom"

the project homepage appears and displays important announcements related to the project.

Tasks that need to be completed and a discussion board area also displayed on the project

homepage. The IQP group shared documents that included word documents and PowerPoint

presentations so that it can be reviewed and potentially updated by the advisor or other group

members. The 'Documents' section was also a place where teams can upload their individual

meeting minutes with the advisor. A snapshot of the IQP group's 'Documents' section is seen in

Figure 2.
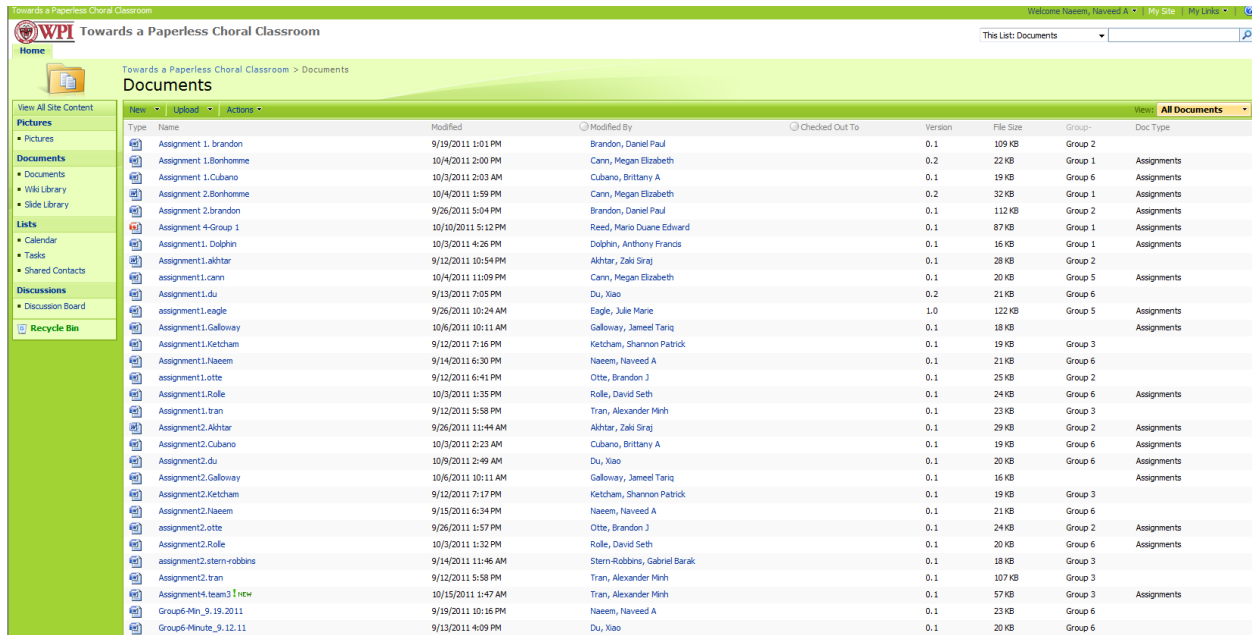
Figure 4: SharePoint Documents Section

In order to upload a file into the documents section, one must click "Upload" which brings the user to a page where they can choose files from the computer. From the upload menu SharePoint allows users to add comments to the document being uploaded. Figure 3 shows different ways to organize the file that is being uploaded. The 'Name' of the document is what file name the document was saved as. The name can be edited as desired if there are multiple versions of the same document. The 'Title' is the name of the document that is displayed in the 'Documents' section of SharePoint and is different than the file name. The IQP team in charge of SharePoint came up with a tagging system in which each team checks the box corresponding to the group that they are in. This made it easier to track down what team uploaded what documents. Additionally, the document type may be selected if desired.

Figure 5: SharePoint Document Properties

Using the figures above, one can easily navigate, setup, and organize their SharePoint

account and therefore create a more organized environment for project work. Although

SharePoint serves as a helpful resource for the IQP group, there were a few problems the group

encountered. Despite its imperfections, SharePoint is a useful resource for organizing and

collaborating project work.

3.1.2 Dropbox

Dropbox is a tool that can be used for the dissemination of information, most notably

files of varying sizes, over the Internet. It was proven to be a very useful tool for the IQP group

to upload and store digital copies of music. The program utilizes cloud-based storage, a method

of data transfer by which the files are uploaded to a series of servers and linked with the local

copy of the files. Every time there is a change to the files or folders that a user owns, the server

automatically synchronizes these items with both the Dropbox website and the Dropbox program

that is installed on their computer or mobile device. This program also has a system integrated

into the program that allows the user to customize whether they would like to share their folders

with anyone, or only certain specific people on the Internet.

A Dropbox account was free to create. The account can be created from

www.dropbox.com. When this page is opened, the users can "Log In" by clicking the option in

the upper-right of the browser. Once clicked, which will display a login box, as shown in Figure

4. The user can then choose to log in or create an account.
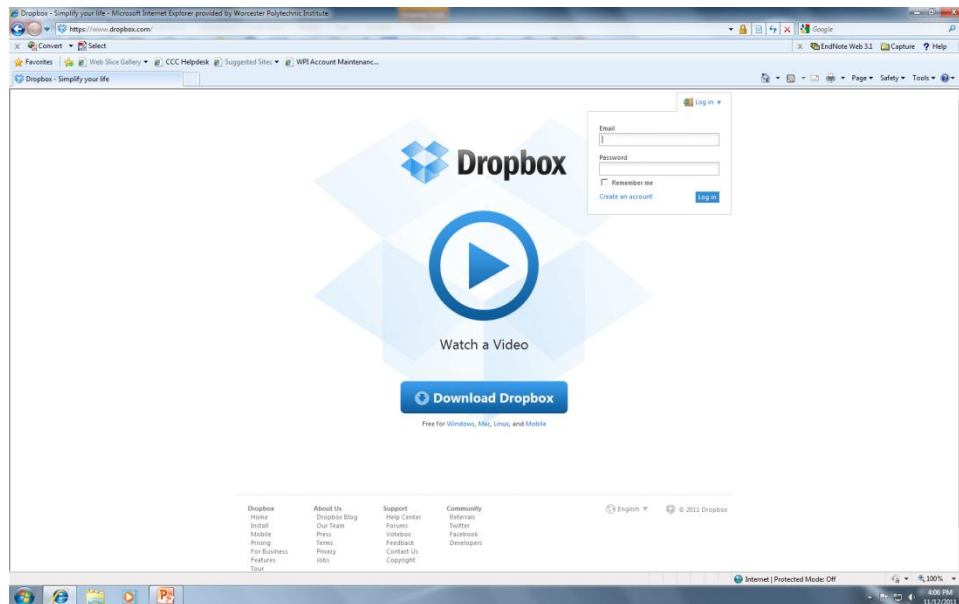
Figure 6: Dropbox Login Screen

The IQP group uploaded, downloaded, and organized all files within Dropbox's browser-

based webpage. After uploading all the files into Dropbox's folders, said folders can be shared

with others. To share a folder, a link of the share folder can be sent to various users by clicking

on 'Share a Folder', a button viewable from the 'Sharing' tab on the homepage of Dropbox after

logging in. The user must enter the email address of the person(s) they wish to share with. The

other users can only access the folder once they have accepted the invitation from the owner of

the folders. Please note that an invitation cannot be used more than once, so sending an invitation

to a mailing list will only ensure that those who click on the link first get access. A root folder

named 'IQP', which contained all the documents needed for the conference, was shared

throughout the entire IQP group.

3.2 Producing USB Drives for the ACDA Eastern Division Conference

One of the main tasks the IQP group needed to complete was providing 600 USB drives

to conference-goers at the ACDA Eastern Division Conference. These USB drives should

contain all the digital copies of the sheet music to be read at the reading sessions. Many steps

were taken to complete this task, and the most time-consuming part was gathering all the hard

and digital copies.

3.2.1 Organizing Hard Copies of Sheet Music

Organizing the hard copies seemed to be a very simple task. Each hard copy was labeled

with a reading session, a number and a letter. The numbers and reading session helped the

groups keep track of which copies we had on the master spreadsheet. One person in the IQP

group read off the numbers found on the hard copies and each group read off whether or not the

piece was in the pile of music. Some reading sessions were missing quite a few hard copies that

were only needed if the host or accompanist did not have their own copy. The hard copies were

split up amongst the groups by reading sessions. This initially determined which reading sessions

each team would be responsible for at the conference. Each team was responsible for keeping

track of their own hard copies and making sure that all of the ones received made it to the

conference. At the conference the hard copies were "checked-in" after each reading session using

the master spreadsheet and placing them in boxes to be returned.

3.2.2 Master Spreadsheet

The master spreadsheet is a list of all the pieces we needed to have for the ACDA Eastern Division Conference. It was hard to organize this list because it was used to not only keep track of what hard copies were obtained, but also what PDF files were obtained. The master spreadsheet needed to be updates constantly, as more and more PDFs and hard copies of sheet music were delivered to the group. The least time consuming method was dividing the work up amongst the four teams and telling each team to use a copy of the spreadsheet to fill. The copy of the spreadsheet was then sent to one person in the team. The spreadsheet was organized by reading session first, then by an order that was predetermined by the ACDA. It seemed to be difficult to make sure the column with the PDF files received was up to date because each team was constantly receiving new PDF files though e-mail. The easiest way to avoid as much confusion as possible is to have only one person in control of the master spreadsheet and for everyone else's copy used make it easier to organize the master spreadsheet. The master spreadsheet helped keep an inventory list of what the group had and did not have and is most efficient when only one person is keeping track of everyone else's copies of the spreadsheet.

3.2.3 Using Dropbox to Organize Sheet Music PDFs

After choosing Dropbox as the group's file sharing method, the next task was to organize the files in such a way that would be useful. Three folders, labeled 'Inbox', 'USB', and 'Projection' were created within the shared Dropbox. The 'Inbox' folder was designed to hold everything that was emailed to us, but was not organized yet. The 'Projection' folder was designed to hold the non-watermarked versions of the PDFs. Finally the 'USB' folder was designed to hold the watermarked and print-disabled PDFs. Some publishers sent the group two copies of each PDF. Some PDFs had watermarks, some PDFs were print disabled, and some PDFs were neither watermarked nor print disabled. The fact that the publishing companies did

not follow the instructions when sending PDFs became the hardest part about organizing the

PDFs on Dropbox. After receiving the files from various sources, all PDFs needed to be sorted

into each reading session. We found the best way to divide the workload would be to assign

about three reading session to each IQP Team. There were 11 reading sessions and 4 teams, so

each team had about 3 reading sessions to organize their music for. Once all PDFs had made it to

their reading sessions, they needed to be documented in a master spreadsheet of all hard and soft

copies.

3.2.4 Dropbox Naming Conventions for PDFs

One problem the IQP group encountered while organizing the PDFs within the Dropbox

folder was the inconsistency of the file names. The files that the publishers sent followed no set

naming convention, and thus made it incredibly difficult to know exactly what PDFs were

received. When deciding upon the simplest yet most descriptive way to name the music, the

group recognized the following aspects. When an average person is looking for a specific piece

of music, he or she would generally know at least one of three factors: the title of the piece, the

composer/lyricist/arranger of the piece, or the voicing of the piece. The title and authorship

might be obvious when choosing a naming convention, but often it was the voicing of the piece

that helped distinguish which reading session it belonged to. With these three pieces of

information in mind, the teams decided to name each file first by title of the piece, the voicing,

and the author's last name. Each word was separated by underscores. An example of this is:

Title of Piece	O Jesu Mea Vita
Author's Name	Claudio Monteverdi
Voicing	SATTB
New File Name	O_Jesu_Mea_Vita_SATTB_Monteverdi.pdf

Table 2: Naming Convention

It is possible for the title and the author to be confused with each other, so the voicing of the

piece needed to separate the other two descriptors.

In this manor, all the files would be organized alphabetically within the USB folders.

However, the song order of the reading sessions is not done in alphabetical order. Each PDF in

the 'Projection' folder had a number corresponding to its performance order before its name.

01. O_Jesu_Mea_Vita_SATTB_Monteverdi.pdf

02. Mitten_Wir_Im_Leben_Sind_SSAATTBB_Bartholdy.pdf

3.2.5 Print Disabling PDF files

Publishers passed off music in PDF form to each of the four IQP teams. Some of these

PDF files were received with the ability to print. Due to legal reasons, these PDF files needed to

be converted to prevent conference attendees from printing music. Publishers had not given

permission to print music from the USB drives so each team had to ensure their respective

readings session pieces had been print disabled.

The PDF files in the 'USB' folder on Dropbox were designed later to be placed on the

USB drives for the conference. Before ordering the USB drives, the files in the 'USB' folder

were first inspected for printing ability. Using the program Adobe Acrobat Pro, files were

opened and checked for print disabling.

Once the file was opened in Adobe Acrobat Pro, password security was changed under

File > Properties. Printing permissions were then changed and a password was used to lock the

file from printing. Once pieces had been print-disabled, the files were renamed to include

"_SECURE" at the end of the file name in order to distinguish print-disabled files from print-

enabled files on Dropbox.

3.2.6 Managing Missing Copies of Sheet Music

Since there were so many digital and hard copies to keep track of, acquiring all of them

proved to be a much more difficult task than expected. To request the required files the group

used the master spreadsheet to determine what pieces, in both PDF and hard copy formats, are

missing. Once this was done, the method chosen to receive these missing files was not the most

effective way, however with the time constraint was the only way. Each of the four teams

assigned to at least three reading sessions were responsible for acquiring the missing copies. To

do so, each team would e-mail Tom Martin, the ACDA Eastern Division Conference Reading

Session Chair, along with Bob Eaton and Sal Cicciarella, with a list of all the missing hard

copies and digital copies. These people acted as middleman to contact the publishers of the

music. This proved to take a long time and ended up being rather disorganized as many of the

same pieces were sent multiple times. In the end, some pieces of music were still missing and

had to be cut from the reading sessions.

3.2.7 Ordering USB Drives for the Conference

Once all the reading sessions and necessary conference documents had been updated and finalized, they were placed on Dropbox in the final 'USB' folder. This folder was verified for a last time and downloaded. After downloading, it was uploaded to the Premium USB website where it would be accessed by the representative. Before uploading the data that would be included on the USB drives, logos were uploaded to the site, which would be used to imprint on both faces of the drive. After the data and logos had been uploaded, the Premium USB representative was contacted to make sure all the necessary materials had been received. Upon confirmation from the representative, the USB drives were ready to be made and shipped.

3.3 Scheduling

While scheduling for the conference, there were a number of factors to consider. The conference goes from Thursday to Saturday, and the exhibition hall would be open from 8AM to 5PM (8AM to 1PM on the last day). First, there were 11 reading sessions throughout the entire conference. In each reading session there needed to be at least one musician who can read sheet music to correctly turn pages. All shifts were split by hour, and no one had a reading session shift that overlapped a technology booth shift. During any given hour, there needed to be at least 4 people at the technology booth. The unexpected factor to be considered was the career fair WPI had scheduled on the Thursday of the conference.

To balance the workload among all 14 people we had available in Providence, the work hours needed were totaled and split 14 ways. Since Thursday was the day with the most reading session and the fewest available people, it became the day scheduled first. After deciding who was returning to the WPI career fair, the remaining people were used to assign to the booth and

each reading session. While keeping a tally of how many hours each person had already been

assigned, Friday and Saturday were also scheduled.

Upon arriving at the conference, we realized that the Contemporary and Advanced

Collegiate reading sessions had switched spots. The simplest way to handle this was to reassign

the teams involved. This way the hours each person was supposed to work had not changed at

all, and only the content of those reading sessions had switched. Fortunately, the students were

able to adapt and handle the change with limited difficulty. Other than this one incident, there

were no major schedule changes and things ran quite smoothly.

3.4 Creating the Survey

A survey is an effective way to gather information regarding a certain problem that a

team or company would run into with a product or method of use. The results give an indication

of what changes need to be made, if any. When planning to write a questionnaire for the first

time, one must do some research to fully understand the planning and modeling of a

questionnaire. In the case for the ACDA Eastern Division Conference, the goal is to gather

information regarding the opinions on the paperless choral reading sessions in a hope to improve

the sessions and make them a permanent method for future conferences. When writing a survey,

it is important to remember that surveys are completed voluntarily. To provide a questionnaire

that yields accurate and honest feedback, the questionnaire should be kept short to prevent loss of

interest by the end of the survey. It was decided that the final survey should be ten questions

long, one-sided. After developing and selecting the final survey questions, an appropriate order

must be established. The most vital and interesting questions should be placed at the beginning

of the survey and the more challenging and thought provoking questions should be saved for last.

When generating scales for responses, the author should be cognizant of length. Responses must

accommodate for both high and low extremes of a question. Questions in the survey involved the quality of the projections during the reading session. Asking about the location of where the survey-taker sat during the session was vital because the quality of the screen may vary depending on where they sit. Characteristics of the projections, such as the size, brightness and legibility, can be rated in the survey from one extreme to another. This way, survey-takers have more flexibility in their response. After one team in the IQP group completed the survey, the survey was then passed to another team who revised the survey and made necessary changes to minimize confusion. Prior to leaving for Providence, the entire IQP group viewed the survey one last time to finalize.

3.5 Loading In and Loading Out

In order to smoothly load in and load out at the conference, proper planning and techniques must be practiced. One IQP team was responsible for the gathering, organizing, and packing of all the equipment needed for the conference.

3.5.1 Gathering Equipment

All the equipment needed to run the technology booth and reading sessions at the ACDA Eastern Division Conference came from many resources. The ATC (Academic Technology Center) at WPI became a resource for renting projectors and laptops. Four projectors, two laptops, extension cables, power cables, and VGA cables were reserved at the ATC months in advance to ensure that all the equipment was available for the conference in February 2012. One team was responsible for picking up the equipment from the ATC. After reviewing the terms of borrowing WPI equipment, the team proceeded to pick up the equipment a week before the conference. In addition, the team needed four Mac desktops for the technology booth at the

conference. Professor Delorey had one computer, and team contacted Professor Bianchi who had three more computers. The team contacted WPI admissions for WPI-related brochures, giveaways, and signs to display at the technology booth. Students in the IQP group contributed the rest of the equipment, which included switches and Ethernet cables. Each individual item was labeled with the location or person it had come from and numbered with the numbers corresponding to which power cords, keyboards, and mice would be used for each computer. All the keyboards, mice, computers, projectors, clipboards, computer cords, and the VGA cables were labeled in a manner indicating their sources and quantities. This was crucial in the set up of the kiosk at the conference to be certain that all the items were both accounted for, and that everything was running smoothly.

3.5.2 Loading In

The equipment was stored in Professor Delorey's office before the conference. The IQP group was scheduled to arrive in Providence on Wednesday, the day before the conference started. All the equipment gathered, checked, and packed carefully into one car. The rest of the group had their own ways of transportation to Providence. The IQP group met at the Westin Hotel Lobby in Providence, which was connected to the convention center. The equipment was a bit too far to carry from the hotel to the convention center. The group decided to meet at the loading dock so that the equipment car can be unloaded with ease. The equipment was carried from the loading dock to the Exhibit Hall, the location of the technology booth.

3.5.3 Loading Out

After the conference ended, the technology booth was broken down and the equipment was checked off. After ensuring all the equipment was packed and ready to go, the group carried it back to the loading dock. The equipment was packed exactly the same way in the car as before and was driven back to Worcester. Upon return, all items were counted again and returned to the ATC, and to their respective owners.

3.6 Technology Booth

Part of the IQP group's role at the conference was to set up and man a technology booth at the conference. Anyone at the conference was welcome to visit the booth and ask any questions concerning their technology devices. The booth also required to be connected to the network, as people can stop by and surf the Internet or check e-mail.

3.6.1 Setting up the Technology Booth

The WPI technology booth was located in the Exhibition Hall of the Rhode Island Convention Center. All the equipment was loaded out of the car and moved to the booth in the hall. There were four tables in the booth. The front two were counters for the Mac computers, WPI admission brochures, and the MQP team. The other two in the rear of the booth were tables used as workstation and for storage of surveys, projectors, laptops, the printer, and all the other equipment. The equipment was counted before leaving WPI, and was counted again when arrived at the Convention Center and the booth. The WPI admission brochures were put on one of the counters. The same counter displayed two iPads with all the reading sessions preloaded on them. These iPads were for visitors that were interested with the idea of using an iPad for the reading sessions. The other counter had three Mac desktops for the public to browse the Internet

during the conference. The hall only supplied one outlet so power strips and extension cords

were used. The extension cords were all taped on the floor so it would not trip anybody who was

in the booth. One of the tables in the booth was used to put the printer and one laptop, in case if

there was any emergency printing needed. All the four projectors and the two laptops for

projections were located on the other table. The box and bags for packing were concealed under

the table after set up.

3.6.2 Network Setup

An important part of the technology booth is that it must have access to the Internet. To

begin, the number of computers that will be available at the kiosk needs to be listed. Every

computer requires one Ethernet cord, generally of a length of 20' or longer, and a wireless

backup system. This Ethernet-per-computer setup was critical as a backup in the event of the

failure of the wireless or a poor wireless connection spot at the booth. For each computer there

is, increase the number of switches by 1. Our IQP group had three computers, so there was a

router and a switch available, with the router acting as a switch. At the technology booth, it was

at a disadvantage to use wireless in this network setup. This is because the setup is already fairly

involved, and the added difficulty of setting up a WEP key and distributing it can be useless.

Therefore a wired setup was chosen at the booth to handle the traffic that will be received. To do

this, the group had to locate the Ethernet provided by the convention center. The IQP group

needed to contact the tech support of the conference center. Upon contact of tech support, a

number of access keys to the network were requested. The booth needed one access key for each

computer, plus a few extras for backup and command-and-control systems. The Ethernet cable

was provided from tech support at the booth and connected to one side of the switch. The

Ethernet cables packed were connected to the switch, and then to the Mac desktops. To connect

to the network, the appropriate network was set using the preferences of the computer. In this

case, the network was called 'Ballroom'. The access keys were entered on the log in page of the

web browser. Ultimately, network setup involves two steps: connecting Ethernet cables to the

computers and switches, and requisitioning login information for each computer.

3.6.3 Running the Technology Booth

Once the booth is all set up and everything is working properly it is ready to be manned.

The technology booth should be manned with at least four people at all times, while occasionally

having a few extra people around. These people are responsible for offering assistance to anyone

who may visit the kiosk. Often people just visited the kiosk to use the available Internet on the

Mac desktops we provided however there were a good number of people who did request help.

The most common problem that people requested assistance with was with gaining access to the

Internet on their wireless devices. In addition to that, a few people came to have all of the music

that was given on the USB drives uploaded onto their iPads. Other than assisting people with

technical problems they had, the kiosk was used to inform people of the digital choral folder that

the MQP group was working on and to display the prototype that they had created. In addition to

having the technology booth as an information center for others, we used it for the IQP group's

needs as well. It was used as a central location to gather all of the projectors, laptops and

surveys. During downtime at the kiosk, working on other parts of the project were made possible

and helped increase the amount of work accomplishable in the time at the conference.

3.6.4 Breaking Down the Technology Booth

The technology booth was broken down when the conference was over on Saturday. The equipment was not packed until it was checked off in the equipment checklist. The Mac desktops were shut down properly and all the extension cords were broken down first. They were all wound so that they could be packed easily. These cords were put into the storage box first after being checked. Next packed in the box were the Ethernet cables, power cables, and the mice and keyboards of the computers. The leftover WPI brochures were packed into the original bag. The iPads and the chargers were packed separately since there were brought by the professor. The printers along with the cords for them were also packed separately. The extra surveys and the comment sheets were recycled. After everything was packed, the IQP group also checked under the tables to make sure there was nothing left.

3.7 Projecting at Reading Sessions

There were eleven scheduled reading sessions at the ACDA Eastern Division Conference. In these reading sessions, potential sheet music buyers come and sight-read a selection of songs and comment on ones they like. Unlike past conferences, which distributed hard copies to each person at each reading session, the main objective of this IQP is to save paper and project these scores on screen.

The day before the conference started, the IQP group checked the room where the reading sessions will be held. The group checked if the right equipment was needed in the venue. This included a screen, table and power strip for each project. It was agreed at first that two 6'x 6' screens were adequate enough for the projections. As the group tested these screens, the PDFs were still a bit too small to read. As a result, the group requested one 10'x10' screen for each room.

The reading session starts with the setup of the projectors. To ensure adequate setup, the two students running the projectors at the session arrived thirty minutes beforehand. The students should bring with two laptops, two projectors, hard copies of the music, at least one iPad, and enough comment sheets and surveys for everyone in attendance. To start the process, the projector was placed on the table provided in front of the screen. Next, power cable for both the projector and laptop were connected to an outlet. The VGA cable was connected to the projector and laptop. Once on, the projector or table was adjusted as needed to obtain full size on the screen. The computer resolution was set to 1024x768 pixels to fit the projector standards. These steps were repeated for the setup of the second projector on the other side of the room. When the conductor arrives to the session, students greeted him or her. A copy of the session lineup was given to the conductor and the music was discussed between the students and conductor. Problems like repeats, codas, and other musical directions in the pieces were resolved under the conductor's discretion.

During the reading session, the most important part is page turning during the piece. The students were trained to turn the page about one measure before. How well the student can adjust to turning the page has a lot to do with the outcome detailed on the survey. The students adapted to the reaction of the people when singing and adjusted the page turning accordingly.

At the end of the reading session, surveys were handed out to everyone who participated. The projectors, laptops and cables were packed up while people filled out the surveys. The laptops, projectors, the iPad, and surveys were brought back to the kiosk for other students to use during their upcoming reading sessions.

4. RESULTS AND CONCLUSION

4.1 Suggestions for IQP Tools

In the beginning of the Towards a Paperless Choral Classroom the primary file sharing system that was being used was Microsoft SharePoint. At the time SharePoint was chosen simply because it was convenient and people in the IQP group had previous experience with this system. As the scope of the project progressed, more organization and control over the organization of files was needed. SharePoint was unable to provide the level of organization that was required mainly due to the inability of SharePoint to create and manage file folders. The database that was being managed eventually just became a large list of meeting minutes, team assignments, and other files that had absolutely no coherent organization. It became apparent that as the number of files being received from the ACDA was continually increasing and SharePoint's inability to create file folders led to an incomprehensible collection of files, and that an alternative service was needed. Based on the suggestion of one of the team members, Dropbox was chosen to replace SharePoint.

The benefits of using Dropbox over SharePoint became immediately apparent. The program that is developed by Dropbox creates a folder that acts like a mapped network drive allowing the user to upload and access files as well as create folders without using the Dropbox website. This functionality saves the user the additional time it would take to log in to the website and upload files and manage folders. Dropbox also allows the user to create folders and store files in them at will. This feature effectively solved the problem that was faced with SharePoint with a large collection of files that had very little organization. Dropbox lets other users access folders and files by sharing them via email invitation. Unlike SharePoint which is run through the server of the company that utilizes it and only allows those associated with the

company to access it, Dropbox is a free service that is open to everyone. This fact made it easier

to organize the PDF files of the sheet music received from the ACDA and allowed the groups in

charge of each reading session to organize the files they were in charge of. The functionality that

Dropbox presented allowed the sheet music files to be properly organized and sent to the USB

company that was chosen.

  Although Dropbox is a free service and anyone can use it, users don't have access to

other user's files unless it is shared via email invitation. This was an important security

consideration in the organization of the copyrighted sheet music files received from various

publishers. Dropbox allowed everyone within the group to access all of the PDF files in order to

organize them based on music that was going to be projected at the reading session specified by

the ACDA. At the same time Dropbox allowed only those with invites to the folders with the

necessary files to access them because of stern Dropbox's security measures.

  The ease of use that was presented by Dropbox was unprecedented. Due to Dropbox's

ability to allow multiple users to access files and folders while maintaining the security required

by the music publishers let the task of compiling and organization these files to be split up

accordingly and lightened the workload that would have been and immense undertaking for a

single team or individual group member. This was the primary reason that the organization of the

files uploaded to the USB's for the conference was completed successfully.

4.2 Survey

An important part of an Interactive Qualifying Project is the survey. Each project is required to

create and administer a survey based on their project. The following section describes the

process and results of the survey that was administered at the ACDA Eastern Division

Conference.

4.2.1 Survey Products Overview

When attempting to create a survey, there are many options when it comes to helpful

computer software. Currently, there are multiple products online can help in the analysis of data

from surveys such as Microsoft Excel, Enterprise Feedback Management (EFM), eSurveysPro,

QuestionPro, SurveyPirate, Google Doc, and Survey Monkey to name a few. After investigation,

it was determined that Survey Monkey was one of the best resources available in the creation and

implementation of surveys.

Microsoft Excel & Microsoft Access

Microsoft Excel and Microsoft Access are indeed very powerful tools in collecting and

analyzing data. Excel can be used to create an interface using Macros which can be used to

automatically insert survey data into an Excel sheet. Excel can also create various tables and

charts for easy data analysis. Excel spreadsheets can be loaded into an Access database for more

strenuous data processing.

However, Excel & Access is not a perfect solution in our project. Firstly, the data

importing interface is desktop-based. This means that the surveys still have to be filled out and

data collectors have to insert the data of each survey manually using the interface. Secondly,

using macros in Excel and querying in Access require some coding techniques. It could be very difficult to edit questions or execute queries without programming knowledge.

Google Documents Survey

Another option for collecting survey data is Google Documents Survey. This is the first of several online options for survey data collection. It has many useful features and is easy to set up. One bonus of using Google Docs is that there isn't a limit on survey responses.

One problem with using Google Docs is that it can only export files in Microsoft Excel file format. Users still have to import these files into Microsoft Excel for further data analysis. This solution may work for people with a certain amount of computer skills.

Survey Monkey

Survey Monkey is one of the best online survey software providers. They provide a simple, easy to use website. Survey monkey offers a free way to gather information.

In the business world, creating and publishing an online survey can cost a lot of time and money. Using Survey Monkey makes it easy to create and share surveys. The administrator will be able to download the data that the survey gathered. They will also have the ability to customize the appearance of the data.

4.2.2 Survey Products Contrast

The following chart shows the pros and cons of using the survey generating tools discussed previously. In the case of this project, it was decided that Survey Monkey had the most useful features.

	Easy Data-Access	Automatic Chart Generation	Data security protection	Survey Link-Sharing	Auto-Questionnaire Generation
Microsoft Excel & Access	√	X	X	X	X
Google Docs Survey	√	X	√	√	√
Survey Monkey	√	√	√	√	√

Table 3: Survey Software Comparison
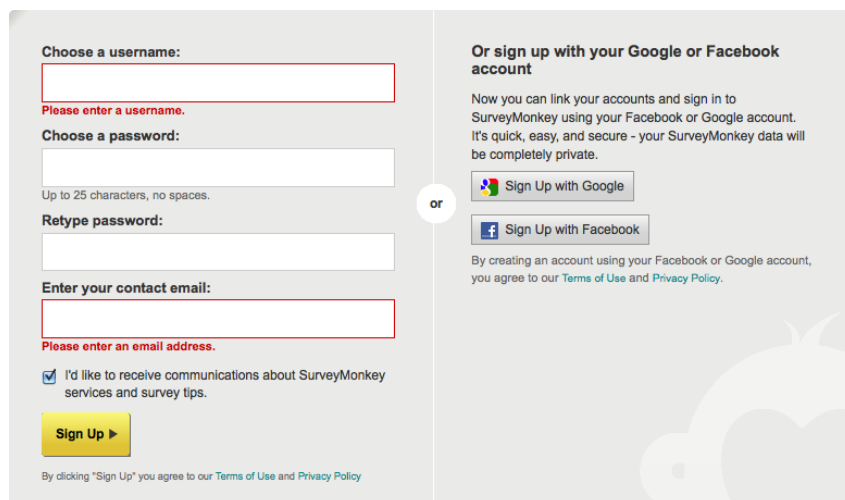
4.2.3 How to use Survey Monkey

This section describes how to create a survey using Survey monkey.

1. To create a survey, go to http://www.surveymonkey.com to register an account.

2. Click on "Sign Up Free". The professional account costs money, but allows for more

    features.
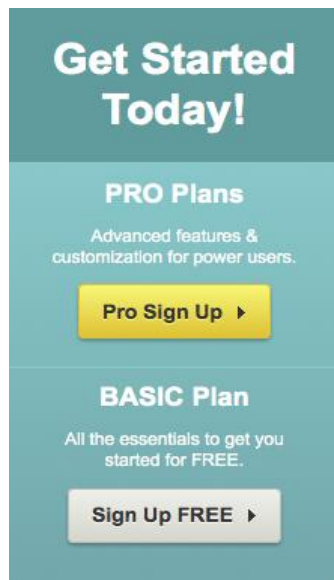
3. Fill in the registration form with the required information or sign up with a Google or

    Facebook account.

4. On upper right of the screen, click on "Create Survey".
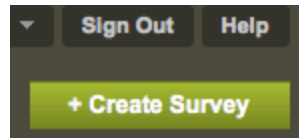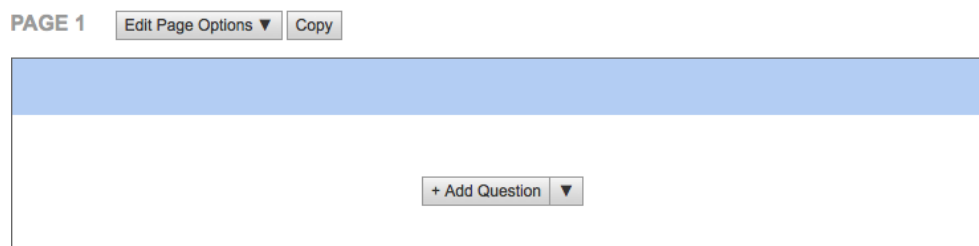
5. Check "Create a new survey" and fill in the required information, then click on

    "Continue".

6. Click on add a question. Choose the appropriate type of question and enter the required

    information.

7. If this survey is being run on a kiosk, please make sure that the survey can be filled out

multiple times on a single device by clicking on "Collect responses" tab.
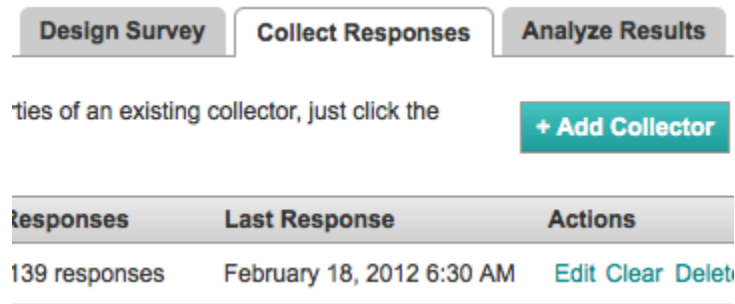
8. Click on "Change settings" on the left navigation bar and under "Allow multiple

response" choose "Yes, allow multiple responses per computer."
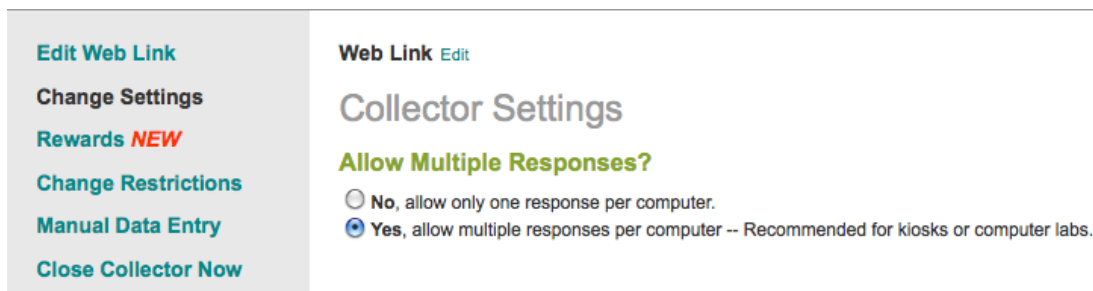
9. At the beginning of each reading session, give the link to the audiences so that they can

fill out the survey on their electronic devices with Internet access.

10. For those audience members who do not have Internet access, prepare a couple of

devices, such as iPads, so that they can fill out the survey.

4.2.4 Survey Results

The survey was a huge success, and a lot of data was gathered. Graphical representations of gathered data are displayed in Appendix A.

4.2.5 Survey Conclusion

Among the people who took this survey, 48.8% of people are in age range of 41 to 61 and 43.2% of people spend 1 to 3 hours on their computers per day. The top 3 popular reading session are "Elementary Choir-Boychoirs" (*16.3% attended*), "Junior High and middle School choirs" (*14.5% attended*) and "Men's Choirs" (*12.2% attended*). Most people chose to sit at front left (*39.3% of people*) and front right (*23.1% of people*) in their reading sessions. 80.8% of people in favor of projected sheet music (*rate above 3*). 78% of people think the brightness of projection was acceptable (*rate between 3 and 4*). 67.4% of people considered the projected sheet music to legible (*rate between 3 and 5*). 85.9% of people accept the size of the screen used for the reading sessions (*rate between 3 to 5*). 46.5% of people prefer 1 page of sheet music shown at a time and 36.5% of people prefer 2 pages of sheet music shown at time. Most importantly, 72.8% of people expressed their desire to attend and support future paperless reading sessions.

4.3 Suggestions for Future Conferences

While the 2012 ACDA Eastern Division Conference was a huge success, there is always the chance to improve. The following sections suggest ways in which to improve the paperless conference experience.

4.3.1 Suggestions for Gathering Sheet Music

For future reading sessions, a more effective method for collecting sheet music should be explored. One solution could be to create a Dropbox folder for each conductor, or have somewhere else that they could personally upload the music for their own sessions. This way they can easily submit the music and personally see what pieces they may have forgotten. The conductor of the Contemporary Reading session, Miguel Felipe, uploaded all of the music he wanted displayed onto his website. This made gathering the music extremely simple and prevented missing music. A similar method for gathering music to what he did should be explored for future reading sessions. In addition, the number of people in charge of collecting the music should be small. Having multiple groups collecting the music got very confusing as each team updated different lists. It got very confusing as to what list was the most up-to-date. Having either one person or one team in charge of just collecting the music would completely solve this and prevent the confusion that was experienced this year.

4.3.2 Suggestions for Projecting

To address some concerns with regards to projections, here are some suggestions for future conferences. The first is larger screen size. During the conference the IQP group dealt with 8' screens, and this was significantly more difficult to work with than 10' screens which had been requested. Bringing a large projector screen may be very helpful.

It is highly suggested to run a practice session before the conference, preferably about 2-3 weeks before leaving, in order to get a feel for turning the pages. There will be mistakes if a team gets all the way to the main event without any experience, and running one or two practice sessions before the conference will be immensely helpful. It could be beneficial to approach a singing group about practicing projecting with them. Also, remember that turning the page early is important. The people who attend these reading sessions are practiced singers. A team would be remiss not to understand that these people read music very differently than the average person, and are pretty much universally finished reading the page about halfway through the last measure. Turn earlier than feels comfortable and they will most likely be able to follow the music flawlessly.

4.3.3 Suggestions for Booth Location

During the conference, one unfortunate occurrence was the location of the technology booth. The booth was placed in the conference hall, in a corner, facing a wall. There was no foot traffic that made its way past the booth, and this made it harder for people to find it.

In the future, the best place to put the technology booth would next to the Registration Booth. The purpose of the booth was to facilitate questions and to provide free (wired) internet to

those who would come talk to us. The best way to do this in future conferences is to make the

technology booth a part of registration itself, and not a part of the exhibit hall.

4.4 Conclusion

In conclusion, this project was a successful culmination of several years of work. The

paperless reading sessions were a hit, and the free USB drives were also a hit. While there is

never any way to completely satisfy everyone, the method of projecting sheet music ended up

being efficient and widely accepted. Moving forward, there may be other ways in which to

provide the same services in radically different ways. For example, the idea of reading sessions

may become outdated. There are ways to use technology to showcase music that could

potentially eliminate the need of having reading sessions altogether. Technology is providing

new and exciting ways to enjoy music.

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APPENDICES

A. Survey Graphical Results

Question 1

This question was used to determine the average age of people attending reading sessions and whether that had an effect on the opinion of the paperless reading sessions.

1. Which category below includes your age?		Response Percent	Response Count
17 or younger		1.7%	3
18-24		15.1%	26
25-40		23.3%	40
41-64		48.8%	84
65 or older		11.0%	19
		answered question	172
		skipped question	1

Which category below includes your age?

48.8 % (84)

11.0 % (19)

1.7 % (3)

23.3 % (40)

15.1 % (26)

Legend:
- 17 or younger
- 18-24
- 25-40
- 41-64
- 65 or older
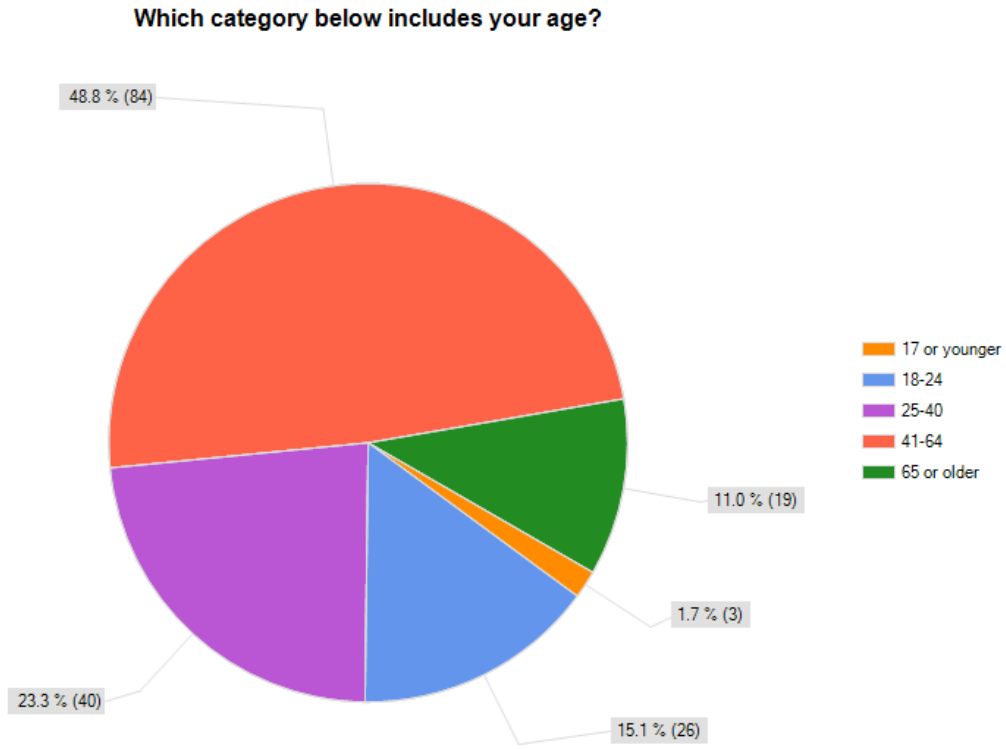
Question 2

This question was used to determine how comfortable the audience was with technology.

2. 2. In a typical day, how many hours do you spend on a computer?		Response Percent	Response Count
Less than 1 hour		5.3%	9
1-3 hours		43.2%	73
3-5 hours		35.5%	60
5-7 hours		13.0%	22
More than 7 hours		3.0%	5
		answered question	169
		skipped question	4

2. In a typical day, how many hours do you spend on a computer?
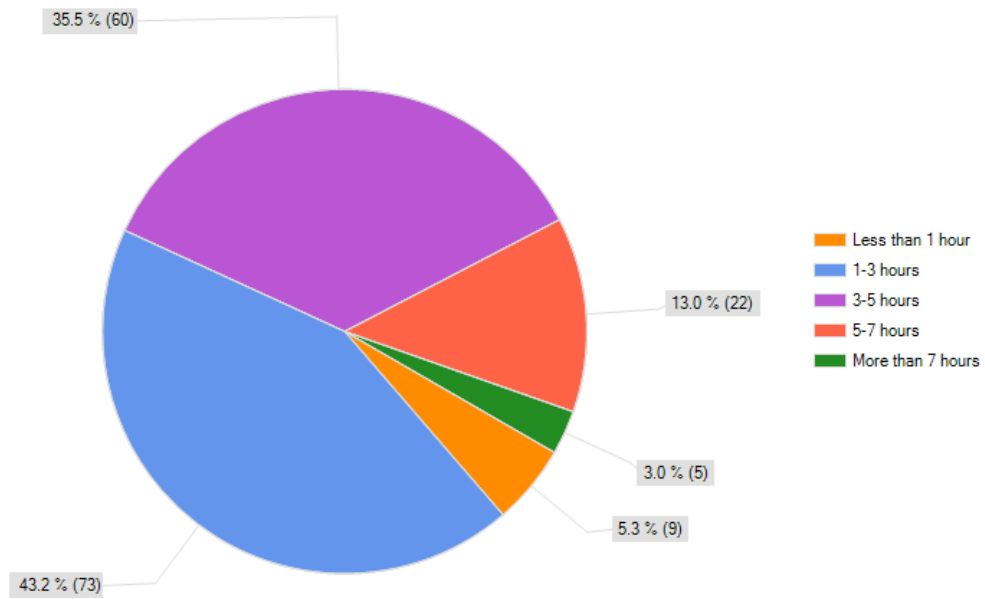
Question 3

This question was used to determine which reading sessions people attended.

3. Which reading session at this conference did you just attend?

		Response Percent	Response Count
Advance SATB Collegiate		5.2%	9
Community Chorus		7.0%	12
Contemporary Literature		9.3%	16
Easy-Moderate High School Choirs		5.2%	9
Elementary Choir-Boychoirs		**16.3%**	**28**
Junior High and middle School Choirs		14.5%	25
Men's Choirs		12.2%	21
Standard Choral Treasures		8.1%	14
Vocal Jazz Choir		5.2%	9
Women's Choir Easy-Advanced		7.0%	12
Worship Easy-Advanced Literature		9.9%	17
		answered question	172
		skipped question	1

Which reading session at this conference did you just attend?

|	
🟧	Advance SATB Collegiate
🟦	Community Chorus
🟪	Contemporary Literature
🟥	Easy-Moderate High School Choirs
🟩	Elementary Choir-Boychoirs
🟨	Junior High and middle School Choirs
🟦	Men's Choirs
🟥	Standard Choral Treasures
🟪	Vocal Jazz Choir
🟩	Women's Choir Easy-Advanced
🟫	Worship Easy-Advanced Literature
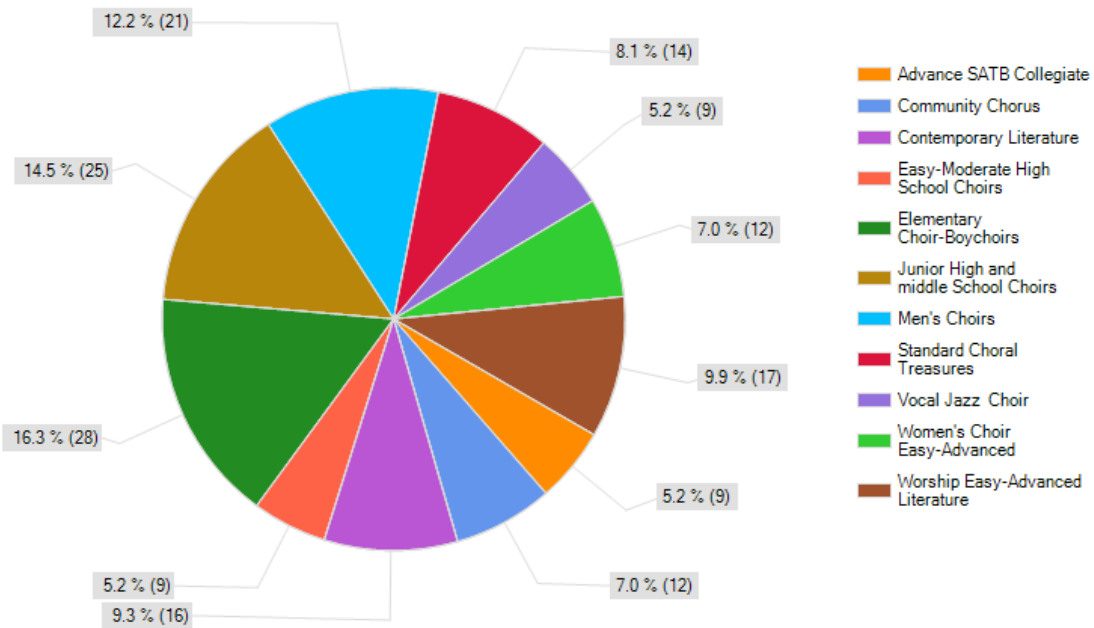
Question 4

This question attempted to determine where the best place to sit to view the screens was. The

majority of people ended up sitting in the front left because that was close to the larger screen.

4. In what section of the room of the reading session were you seated?

		Response Percent	Response Count
Front left		39.3%	68
Back left		11.6%	20
Front middle		14.5%	25
Back middle		6.9%	12
Front right		23.1%	40
Back right		4.0%	7
		answered question	173
		skipped question	0

In what section of the room of the reading session were you seated?

- Front left
- Back left
- Front middle
- Back middle
- Front right
- Back right
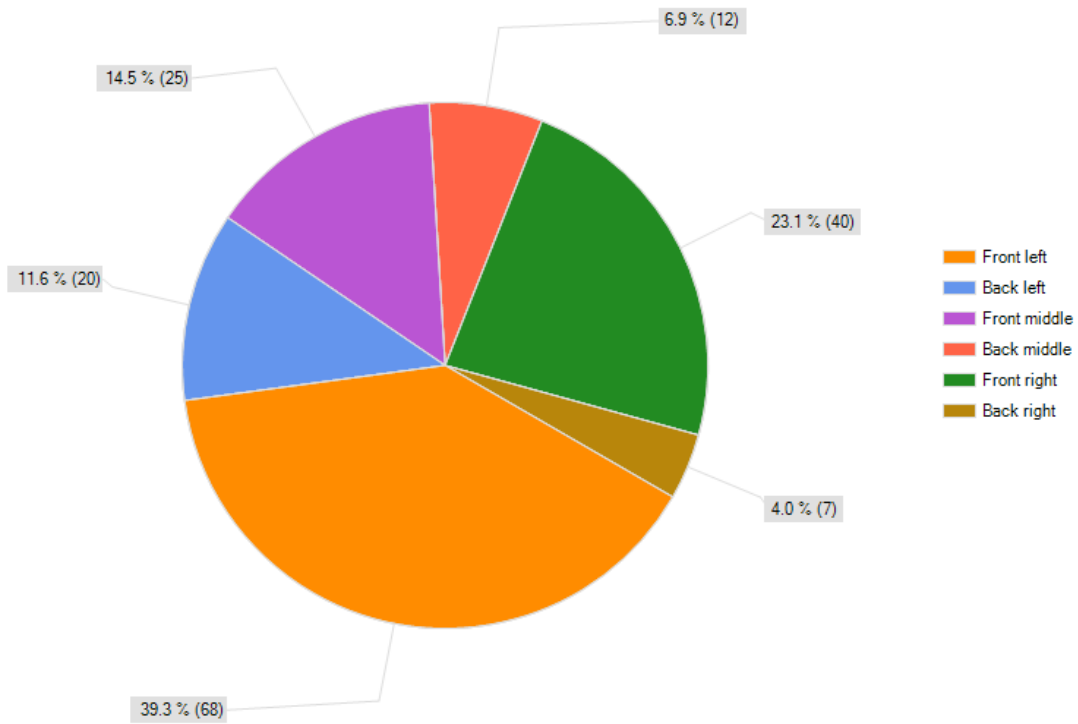
Question 5

This question was used to get peoples first impressions of the reading sessions. In this case, a

response of 5 counts as excellent and a 1 counts as poor.

5. How would you rate your overall experience at the reading session with projected sheet music?		Response Percent	Response Count
5		11.6%	20
4		37.2%	64
3		32.0%	55
2		12.8%	22
1		5.8%	10
		answered question	172
		skipped question	1

How would you rate your overall experience at the reading session with projected sheet music?
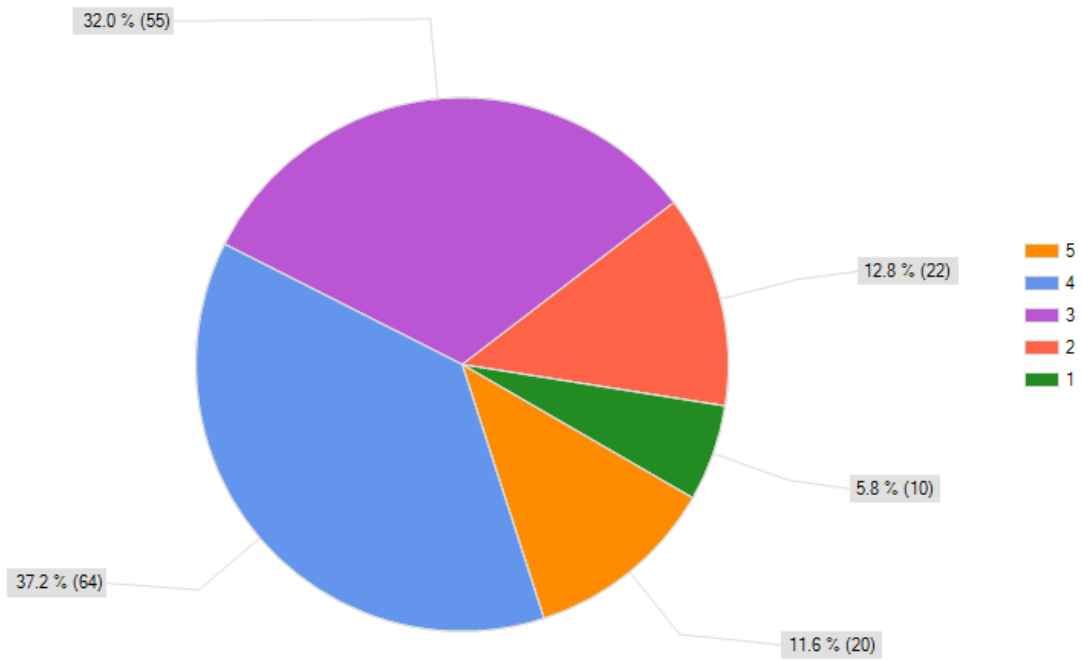
Question 6

This question was used to find out whether the screens needed to be brighter. In this case, a response of 5 counts as excellent and a 1 counts as poor.

6. Rate the brightness of the screen at the reading session.		Response Percent	Response Count
5		16.8%	29
4		35.8%	62
3		42.2%	73
2		4.0%	7
1		0.6%	1
		answered question	173
		skipped question	0

Rate the brightness of the screen at the reading session.

42.2 % (73)

35.8 % (62)

4.0 % (7)

0.6 % (1)

16.8 % (29)

5
4
3
2
1

Question 7

This question was used to find out whether the screens were legible enough. In this case, a response of 5 counts as excellent and a 1 counts as poor.

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

		Response Percent	Response Count
5		11.6%	20
4		21.5%	37
3		34.3%	59
2		28.5%	49
1		4.1%	7
	answered question		172
	skipped question		1

From where you were sitting, rate the legibility of the projected sheet music at the reading session.

34.3 % (59)

28.5 % (49)

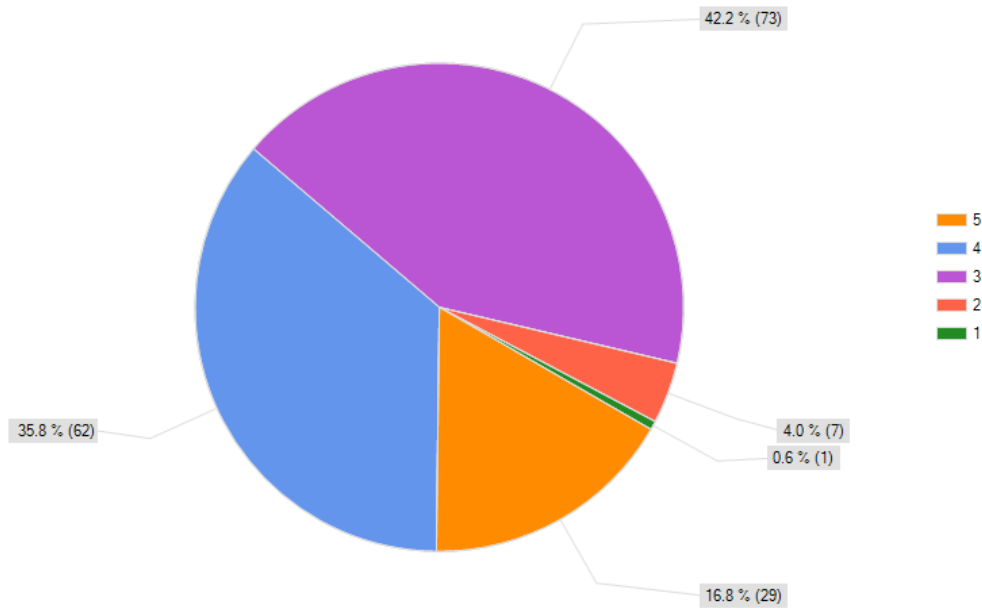|	
🟧	5
🟦	4
🟪	3
🟥	2
🟩	1

4.1 % (7)

11.6 % (20)

21.5 % (37)
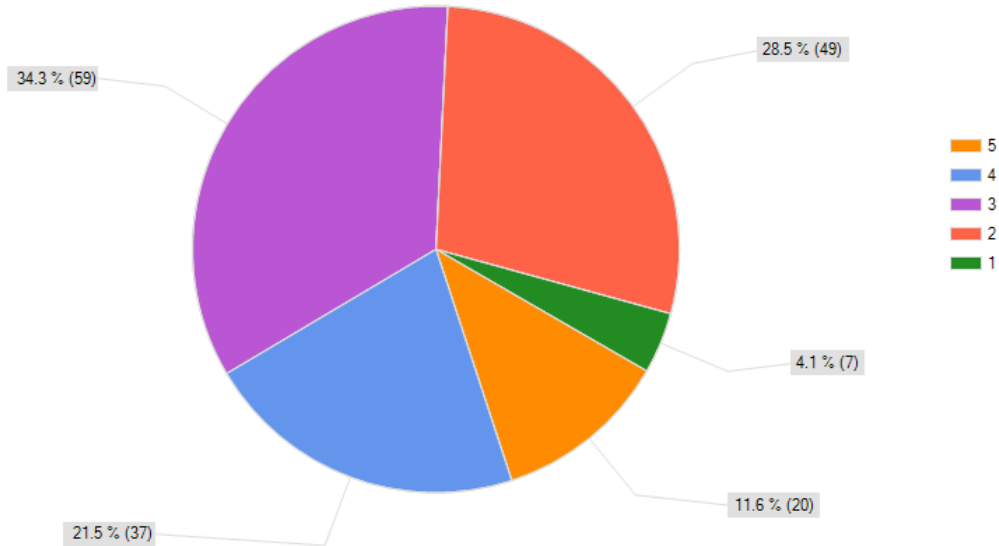
Question 8

This question was used to find out whether the screen size was adequate. In this case, a response of 5 counts as excellent and a 1 counts as poor.

8. Rate the size of the screen used at the reading session.

		Response Percent	Response Count
5		23.7%	40
4		24.9%	42
3		37.3%	63
2		8.9%	15
1		5.3%	9
		answered question	169
		skipped question	4

Rate the size of the screen used at the reading session.

37.3 % (63)

8.9 % (15)

24.9 % (42)

5.3 % (9)

23.7 % (40)

Legend:
5
4
3
2
1
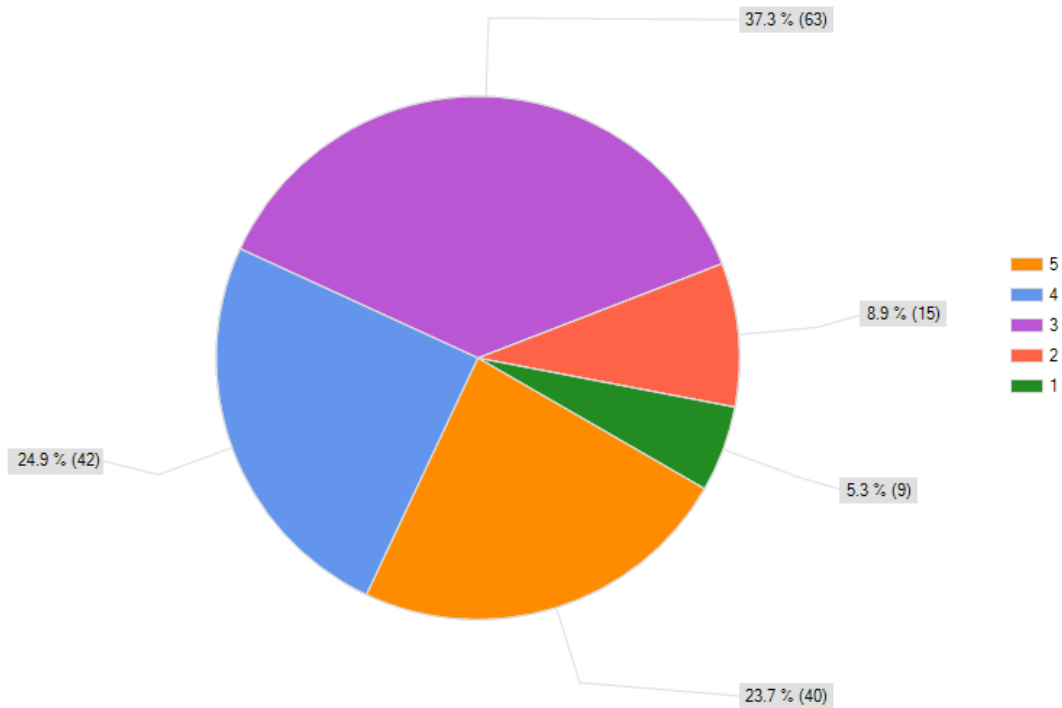
Question 9

This question was used to find out whether people would prefer to view one or two pages at a time.

9. Would you prefer presentations showing one or two pages of sheet music at a time?

	Response Percent	Response Count
I prefer 1 page shown	46.5%	79
I prefer 2 pages shown	36.5%	62
No opinion	17.1%	29
answered question		170
skipped question		3

Would you prefer presentations showing one or two pages of sheet music at a time?
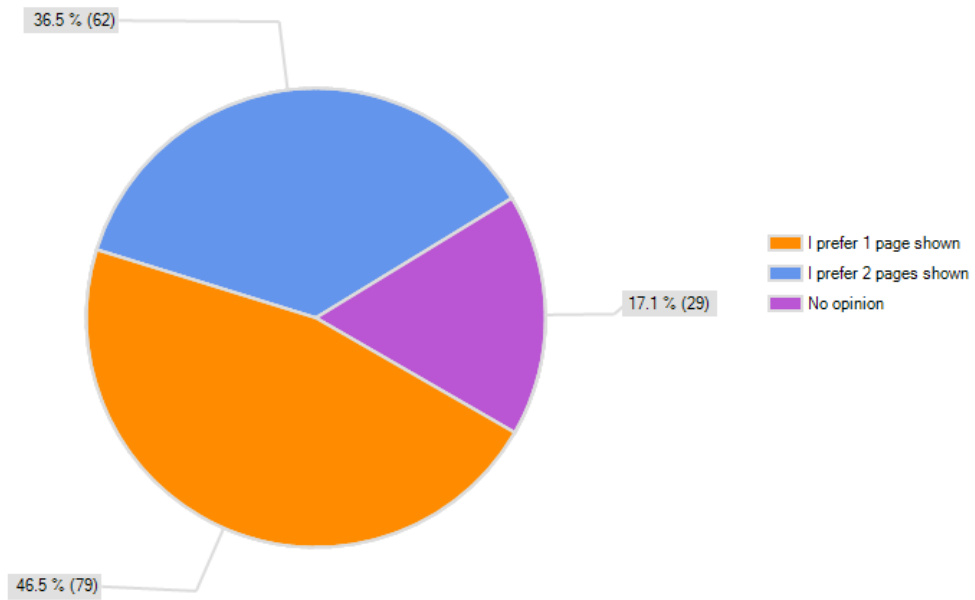
Question 10

This question was used to ascertain whether people would support paperless reading sessions in the future.

10. Would you support future paperless reading session?		Response Percent	Response Count
Yes		72.8%	126
No		19.7%	34
No opinion		7.5%	13
		answered question	173
		skipped question	0

Would you support future paperless reading session?

19.7 % (34)

72.8 % (126)

7.5 % (13)

- Yes
- No
- No opinion
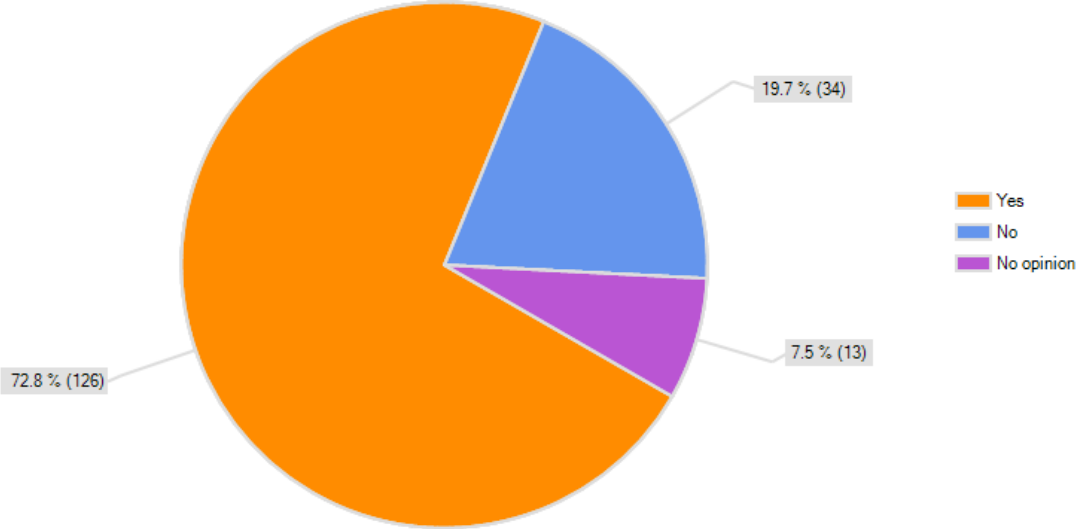
B. Packing Instructions for the Conference

Please remember to COUNT the quantities of all items that you pack. Do not pack something until the total quantity is present and accounted for.

Do not pack things in a manner that will break things (i.e. don't put heavy stuff on top of breakable stuff.)

1. Pack Items in Bag

    a. Put all stacks of admissions material with like documents in neat stacks and place in the bottom of the bag. Be sure that the brochures will not be bent or torn.

    b. Put stack of music brochures in a neat stack on top of the admissions brochures. Again, be sure that the brochures will not be bent or torn.

    c. Put miscellaneous admissions give away items on top of brochure in a manner that will not damage brochures or give away items.

    d. Slide 2 posters in along the side of the bag.

    e. Slide 4 clipboards in along the side of the bag.

    f. Place boxes of pencils (up to 3) on top of items in bag.

2. Cords

    a. Disconnect and neatly coil all extension cords. Count 5 and place in the bottom of the cord box.

    b. After Apple Desktops are shut down, remove power cords. Neatly coil, count 4 and place in cord box.

    c. Locate VGA cables and detach if necessary. Coil neatly, count four, and put the cables in the cord box.

    d. Detach Ethernet cables, neatly coil, count 5, and place in cord box.

e. Power strip should now be detached. Place power strip in cord box.

f. Coil computer mice and USB cables around their respective keyboards. Be careful to place keyboard and mice in the cord box in a manner that will not break, crush, or damage either the keyboards or the mice. Be sure that there are four of them.

g. Locate 2 switches and place in box.

h. Locate Mini Display key and place in box. (This is a little adapter that connects macs projector cables.)

3. Separate Items to be Accounted For:

a. Locate, count, and group the following items which will be transported separately:

   i. Apple Desktop Computers (4)

   ii. Laptop Computers in cases with cords (2)

   iii. Projectors in cases with cords (4)

   iv. Giant banner – do not crease or damage (1)

   v. Delorey's printer with USB and Power (1)

Go through equipment list again after everything is in cars and make sure that all items made it into cars.

C. Setting Up the Technology Booth Instructions

DO NOT empty the boxes. This will tangle the cables and not all items will be needed to set up the booth.

1. **Apple Desktop Computers**

    a. Set 3 of the Apple desktop computers (labeled numbers 1, 3, and 4) on the booth display tables leaving approximately a quarter of the space free on one side.

    b. Set the 4th Apple desktop computer (labeled number 2) behind the booth for use by IQP group members.

2. **Computer Accessories**

    a. Remove 4 computer mice and keyboards from the box of cables.

    b. Plug the USB end of one keyboard into the USB slot in the back of each computer monitor.

    c. If the computer mice are not each attached to a keyboard, then plug each of their USB connectors into the USB port of a different keyboard.

    d. Remove the 4 computer power cables from the box of cables and plug the round plastic end of each into the power port in the back of a different Apple desktop computer. To locate the power port, look through the circular cutout in the back of the monitor's stand.

3. **Connecting to Power**

    a. Remove the power strip from the box of cables.

    b. Connect the 3-prong "male" end of each computer power chord to the power strip by inserting the three prongs into corresponding slots.

c. Remove an extension cord from the box of cables.   Insert the male end into the

outlet nearest to the booth and check if the female end can reach the male end of

power strip WITHOUT raising cables off the floor in a manner that could trip

conference participants.

d. If the extension cord cannot safely reach the power strip, add another extension

cord and check again. Repeat this step until the power strip is safely connected to

a power outlet.

e. Turn on the computers and sign in by clicking the username "Lab". No password

will be required.

4. **Internet**

a. See section 3.6.2 for instruction on how to connect the computers to the internet

wirelessly.

b. If the wireless method of connecting to the internet is not working, remove 5

Ethernet cables and a switch from the box of cables.

c. Connect one long Ethernet cable to the Ethernet port supplying an internet

connection and connect the other end to the switch. Connect each of the other

Ethernets cables to the Apple desktops and the switch by connecting one end of

an Ethernet cable in each port.

5. **Aesthetics**

a. Find the large WPI banner and hang it in a highly visible manner. If in doubt,

hang it from the front of the booth.

b. Remove small stacks of pamphlets and give away items from the admissions bag

and set them in the quarter of space not taken by computers. *There should never*

> *be more than five of any pamphlet or give away item on the table at a time to*
>
> *avoid clutter and chaos.*

      c. Decorate with the other two WPI posters as appropriate.

Do not remove laptops or projectors from their cases until needed and be sure that all items in the laptop and projector cases are kept in the cases when not in use.

Please remember to wind cables neatly and keep all items that are not in use in their respective boxes, bags or cases.

Projector Set Up:

The internet says the resolution of these projectors should be 1024 x 768. The throw ratio for a 1024 x 768 projector is 1.6-3:1.

Throw ratios are in the format (distance):(width) and the distance is often a range because projectors have focus options. For example, if you want to project on a screen that is 20ft wide, then you should be 32ft to 60ft away.

In that range, you would be able to mess with the focus and get the image right, but it is usually easier if you are in the middle of that range (a.k.a. around 50ft away).

D. Equipment List for Conference

Items in Plastic Box

Extension cords	4	ATC
Extension cord	1	Delorey
Power Strip	1	Delorey
VGA Cables	4	ATC
Mini Display key	1	Delorey
Power Cords (for Computers)	3	Bianchi
Power Cords (for Computer)	1	Delorey
Keyboards	3	Bianchi
Keyboard	1	Delorey
Computer Mouses	3	Bianchi
Computer Mouse	1	Delorey
Switch	1	Delorey
Switch	1	Brandon Otte
Ethernet cables	5	Julie (3), Shawn (1), Delorey (1)

Items in Bag

Admissions Material		Admissions
>Brochures		Admissions
>Puzzle cubes		Admissions
>Poster-style WPI Banner		Admissions
>Poster with WPI Pictures		Admissions
Music brochures		Delorey
Pencils	3 boxes	Delorey
Clipboards	4	Delorey

Packed Separately

Apple Desktop Computers	3	Bianchi
Apple Desktop Computer	1	Delorey
Laptop Computers	2	ATC
Projectors	4	ATC
Banner	1	Shawn: smonessimo /978.857.5467
Delorey's printer +USB+power	1	Delorey
Delorey is taking down the USB keys, 1 projector with cables, and 1 extension cord.		

E. Equipment List to Bring to Reading Session

 SCRIPT for READING SESSIONS for WPI IQP STUDENTS

Hard Copies of ALL music for session

Surveys

Reading Session Comment Sheets

Pencils

Two Laptops

Two Projectors and cables

Two Extension cords

Script

Introduction letter for Host

List of your projections

Two IQP students and one extra musician

Pick up equipment from Kiosk 30 minutes before session

Upon arrival, you look for a Host. In some sessions the Host will be the only conductor, in some

sessions, there will be many conductors. ALWAYS find the Host even if you have spoken with

ten conductors.

If the Host is there – greet him/her (see below). If not, immediately begin to set up the

projectors and laptops.

The first image on the screen should be the first page of the first score in your reading session.

You should be proactive in introducing yourselves to the Host (and/or conductors).

A suggested script upon sighting a suspected host:

Hello! Are you the host for this session?

My/Our name(s) is/are _____ and I/we will be running the projections for the reading sessions.

[Hand them list of projections]

Here is a list of the projections in the order that we are ready to display. After you have verified

the order, we would be glad to change the order of any projection right until the session begins.

[After you have resolved any issues, hand them the announcement (if Delorey is not in room –

if Delorey is there, he will be in charge of this)]

Thank you for participating in this first attempt at a completely paperless reading session.

There may be a few glitches, but I/we am/are here to help eliminate any concerns and trouble

shoot as quickly as possible any problems that we might encounter.

ANNOUNCEMENT FOR BEGINNING OF READING SESSIONS

Dear EACDA Members,

Thank you so much for taking part in these paperless reading sessions.

To make them as fruitful as possible, please not that we images of scores on the screen for you to judge how close or far you need to be from the screen.

Please take a moment now to adjust your seat so that you can see both the conductor and one of the screens.

Should there be a technical problem with *one* of the projections, the session will continue until the end of the piece, when adjustments will be made.

As all of the readings session materials are on the USB Drive that everyone should have, we encourage you to bring your laptops or tablets to the sessions to experience reading the scores digitally. There will be Technology Students at each Session should anyone need assistance.

As this is a new technology, we ask that all of you how have the time to fill out a short ten question survey at the end of the session. All who complete a survey and return it to one of the students at the session or to the Technology Kiosk will be entered into a drawing for an Apple iPod Touch.

Lastly, as this is a new technology, we encourage you to talk to any one of the students or John Delorey about your experiences with the paperless reading sessions. The students are very anxious to hear your feedback firsthand.

FYI:

The drawing is on Saturday at 2pm (after the last Reading Session)

We will have ONE iPad at each session for anyone who is visually disabled, etc. or who just wants to play with one.

The pages will be turned about one measure from the end – the conductor may certainly cue page turns if they would like (a vocal TURN to the projectionists), but there is also a student conductor with the projectionists who should be able to make acceptable judgments.

F. Conference Schedule for IQP Group

Time	Thursday Reading Session	Thursday Kiosk	Friday Reading Session	Friday Kiosk	Saturday Reading Session	Saturday Kiosk
8:00AM	7:30-9:30 Brittany and Megan Treasures 7:30-9:30 Gabriel and Shannon Young Boys (ATC)	David Rolle Naveed Naeem Alex Tran Xiau Du	7:30-9:30 Naveed and Xiau (John) Middle School (ATC) 7:30-9:30 Brandon and Zaki (Ravi) Contemporary	Shannon Ketcham Dan Brandon Yidi Hank	7:30-9:30 David and Xiao (John) High School (ATC)	Zaki Akhtar Gabriel Stern-Robbins Yidi Hank
9:00AM		David Rolle Naveed Naeem Alex Tran Xiau Du	Videographer Alex 8-9	David Rolle Dan Brandon Yidi Hank		Zaki Akhtar Yidi Hank Shannon Ketcham
10:00AM		David Rolle Naveed Naeem Alex Tran Xiau Du		Hank Dan Brandon Yidi Xiau Du		Zaki Akhtar Yidi Hank David Rolle
11:00AM	11-1 Brittany and Megan Women's (ATC) 11-1 Brandon and Dan (Ravi) Community	David Rolle Naveed Naeem Alex Tran Xiau Du		Shannon Ketcham Dan Brandon Alex Tran Xiau Du	11-1 Alex and Gabriel Worship (ATC)	Brandon Otte Yidi Hank David Rolle
12:00PM		Shawn John Zaki Akhtar Gabriel Stern-Robbins		Hank Yidi Naveed Naeem Shannon Ketcham		
1:00PM	CAREER FAIR PEOPLE David,Naveed,Xiao,Kari,Geoff Yidi, Hank, Shannon, Alex	Shawn John Zaki Akhtar Gabriel Stern-Robbins		Megan Cann Brittany Cubano Naveed Naeem Shannon Ketcham	RAFFLE!	
2:00PM		Shawn Ravi Zaki Akhtar Gabriel Stern-Robbins		Megan Cann Brittany Cubano Dan Brandon Brandon Otte		
3:00PM		Shawn Ravi Zaki Akhtar Dan Brandon	2:30-4:30 Naveed and David (John) Mens 2:30-4:30 Alex and Shannon (ATC) Jazz	Megan Cann Brittany Cubano Dan Brandon Brandon Otte		
4:00PM	3:30-5:30 Brittany and Megan Advanced SATB Collegiate (ATC)	Brandon Otte Ravi Zaki Akhtar Dan Brandon		Brandon Otte Yidi Hank Gabriel Stern-Robbins		
			MANDATORY CONCERT The Little Beans			

G. Sheet Music Master Spreadsheet

SES #	RCT	TITLE	VOX	COMP/ARR	PUB	COMMENTS	Hard Copy	PDF Copy
1		O Jesu mea vita	SATTB	Monteverdi, Claudio	CPDL	C&U – Sacred setting by Monteverdi of the same music as "Si ch'io vorreimorire"		x
2		Mitten wir im Leben sind, Op. 23 nr 3	SSAATTBB	Mendelssohn, Felix	CPDL	C&U – Chorale motet; antiphonal effects, strophic		
3		The Lamb	SATB	Tavener, John	Chester Music	C&U – Palindrome; great for teaching & developing aural acuity	x	x
4		Folks, I'm Telling You	SSATB/piano	Alexander, Elizabeth	Seafarer Press	C&U – Jazzy arrangement of Langston Hughes text. Great piano part!	x	x
5		Ubi caritas	SSAATTBB	Mealor, Paul	University of York Music Press	C&U – Composed for/performed at the Wedding of Prince William and Catherine Middleton, April 29, 2011		
6	XX	Anima Christi	SSATTBB	Cayabyab, Ryan	earthsongs	C&U – Beautiful contemporary sound, much octave doublings like Russian orthodoxy; advanced	x	x
7		The Bells	SSATB	Hill, Edie	Hummingbird Press	C&U – Captures the bell sound through specific rhythmic motives and quartel/quintal chords;	x	x

						excellent setting of Edgar Allen Poe text		
8	XX	She walks in Beauty	SATB	Gawthrop, Dan	Dunstan House	C&U - Text by Lord Byron in a lyrical setting for mixed voices; primarily homophonic with lovely nuance and dynamic variety.	x	
9	XX	What Stood Will Stand	SSATTB	Halley, Paul	Back Alley Music/Pelagos	C&U - Text compiled by Wendell Berry from Sabbaths & Nicene Creed; glorious full texture;	x	x
10		Ad infinitum	SSATBB	Leck, Graham	Cantus Quercus Press	C&U - Commissioned by the Kings Singers; beautiful text by William Carlos Williams; interesting progressions and text painting		
11		Suddenly, Music Sounded, Op. 27, No. 7	SATTB	Taneyev, Sergei	Musica Russica	C&U - Glorious text about music by Polonsky. Transliteration given.	x	x
12	XX	O Let the Nations Be Glad	SATB	Thompson, Randall	Thorpe Music	C&U - Two minute-long fanfare in fugal style; text from Psalm 67:4; composed in 1958 to celebrate several world political events	x	x
13		Y Comienzo a Bailar	SATB, Soprano solo & piano	Elizabeth Alexander	Seafarer Press	C&U - Mexican Holiday - 11/2	x	x

14		Kodesh Heim	SATB	Page, Nick	Transcontinental	C&U - Text from Chanukah Liturgy, Psalms 8 & 148, spirituals, & Nick Page. Combination of English & Hebrew; bright sound with sparkling chords.	x	
15	xx	Ask Me No More	SSAATTBB	Bakken, J. S.	Pavane Publishing	C&U - Lush setting of a beautiful poem by Alfred Lord Tennyson. Winner of the NDSU Edwin Fissinger Prize.	x	x
16	xx	Mamayog Akun	SATB	Obispo, Fabian	earthsongs	C&U - Muslim folksong, takes a simple melodic cell uses it constantly through rhythmic interchange between the voices.	x	x
17	xx	All Beautiful You Are	SATB	Trotta, Michael John	Colla Voce	C&U - Gorgeous lush vocal lines set to a poem by the composer inspired by the Song of Songs.	x	x
18	xx	Stand You on the Mountain	SATB	Gawthrop, Dan	Dunstan House	C&U - Text adapted from scripture by Jane Griner;commissioned by Furman Singers. Powerful and dramatic.	x	
19	xx	The White Birds	SATB	Barnum, Eric	Graphite Publishing	C&U - Commissioned for Hopewell Valley Central HS; text by William Butler Yeats;	x	x
20		Praise the Name of the Lord	SAATTBB	Chesnokov, Pavel	Musica Russica	C&U - Setting of one of the most majestic and solemn	**x**	x

						elements of the Orthodox All-Night Vigil. Chesnokov uses a stately chant melody. Text from Psalms 134 & 135.		
21		When David heard	SSAATTBB	Dinerstein, Norman	Boosey & Hawkes	C&U - Contemporary motet; tone painting, powerful, difficult		
22	XX	Ruth	SSATB	Ayres, Paul	G. Schirmer	C&U - Double choir; 3 Biblical texts; lush	x	x
23		Jesus said to the blind man	SATB	Vulpius, Melchior	Concordia	C&U - Original German included; Biblical story filled with text painting	x	x
24	XX	The Divine Image	SSAATTBB	Valencia, Jorge Cordoba	earthsongs	C&U - W. Blake text; balance is a challenge, clusters	x	x
25	XX	Love and Pizen (Springfield Mountain)	SATB/piano	Mechen, Kirke	Hal Leonard	C&U - Clever rhythms and sudden dynamic changes	x	x
26		Cherish Your Doubt	SATB/piano	Alexander, Elizabeth	Seafarer Press	C&U - Compelling text set by the composer in Gospel style featuring outstanding soloist.	x	x
27	XX	Thrice Is Sweet Music Sweet	SATB	Paul J. Rudoi	Paul J. Rudoi	C&U - This is a good piece. It's a little tricky - a lot of close harmony, and shifting tonal centers; beautiful text by Richard Watson Gilder.	x	x
28		Alma Beata et Bella	SSATTB	Edie Hill	Hummingbird Press	Advanced Contemporary Music	x	x
1	XX	World, I Cannot Hold Thee Close Enough	SATB	Colin Britt	Alliance	Community -	x	

2		Now I Joseph Was Walking	SATB	Kit Powell	Cantus Quercus	Community - http://www.cantusquercus.com/		
3	XX	In the Bleak Midwinter	SATB	Abbie Betinis	Abbie Betinis	Community - www.abbiebetinis.com	x	
4	XX	Coney Island	SATB	Rich Campbell	Rich Campbell (Pay the Band Music)	Community - www.richcampbell.us	x	x
5	XX	Heart, We Will Forget Him	SATB	Bradley Ellingboe	Oxford	Community -	x	x
6	XX	I Saw Three Ships	SATB	Jocelyn Hagen	Graphite	Community - http://www.graphitepublishing.com	x	
7		Wayfarin' Stranger	SATB	Craig Zamer	Hinshaw	Community -		x
8	XX	I've Been in the Storm So Long	SATB	Mark Hayes	Alfred	Community -	x	x
9	XX	Ute Sundance	SATB	Valerie Naranjo/Ethan Sperry	Earthsongs	Community -	x	x
10	XX	Skip to My Lou	SATB	Greg Gilpin	Alfred	Community -	x	x
11	XX	Invitation	SATB	Margaret Tucker	Theodore Presser Company	Community - Adapted from the poem "Jehovah"	x	x
12		Adam Lay Ybounden	SSATB	Thomas Bell	Hinshaw	Community -		x
13	XX	And the Song Am I	SATB	Abbie Betinis	Abbie Betinis	Community - www.abbiebetinis.com	x	x
14		Like a Singing Bird	Upper Voices and SATB	Bob Chilcott	Oxford	Community -	x	x
15	XX	Il Est Né Le Divin Enfant	SATB	Paul Halley	Pelagos	Community - http://www.pelagosmusic.com/Current/Home.html	x	
16		Illum Trans	SATB	Edie Hill	Edie Hill	Community -	x	x
17	XX	'Twas In the Moon of Wintertime	SATB	Tim Takach	Graphite	Community - http://www.graphitepublishing.com	x	
18	XX	Sleep, Sleep, Beauty Bright	SATB	Richard Waters	Colla Voce	Community - http://www.graphitepublishing.com	x	

1		The Seal Lullaby	SATB	Eric Whitacre	Chester Music	High School-Beg/Intermediate		x
2	XX	Little David, Play On Your Harp	SATB	arr. Rollo Dilworth	Hal Leonard	High School-Beg/Intermediate	x	x
3	XX	How Lovely Are The Messengers	SAB	Felix Mendelssohn, arr. Russell Robinson	Alfred	High School-Beg/Intermediate	x	x
4	XX	The Lake of Isle Innisfree	SAB	David Brunner	Boosey &Hawkes /Hal Leonard	High School-Beg/Intermediate	x	x
5	XX	When I Think of You	SATB	Laura Farnell	Santa Barbara Music Publishing	High School-Beg/Intermediate	x	x
6	XX	This Shall Be for Music	SATB	Donna Gartman Schultz	Colla Voce	High School-Beg/Intermediate	x	x
7	XX	Down By the Riverside	SATB	arr. David Eddleman	Carl Fischer	High School-Beg/Intermediate	x	x
8		Wenn Ich Ein Vöglein Wär	SATB	Robert Schumann	National Music Publishers	High School-Beg/Intermediate		
9	XX	The Last Rose of Summer	SAB	arr. Peppie Calvar	Colla Voce	High School-Beg/Intermediate	x	x
10	XX	Just Like John	SATB	arr. Gerald Custer	Colla Voce	High School-Beg/Intermediate	x	x
11	XX	Como Aguas Tibias	SATB	Manny Cepeda	Pavane Publishing	High School-Beg/Intermediate - National Dance of Chile	x	x
12	XX	Cantate Domino	SATB	Carl Czerny/ed. Martin Bauer	Alliance	High School-Beg/Intermediate	x	
13		Down By The Riverside	SAB	arr. Becki Slagle Mayo	Shawnee	High School-Beg/Intermediate	x	x
14	XX	Durme, Durme	SA(T)B	arr. David Eddleman	Carl Fischer	High School-Beg/Intermediate	x	x
15	XX	Hand In Hand	SATB	Rollo Dilworth	Hal Leonard	High School-Beg/Intermediate	x	x
16		Home To The Ash Grove	SATB	Earlene Rentz	Shawnee	High School-Beg/Intermediate	x	x
17		How Can I Keep From Singing	SA(T)B	Gwyneth Walker	ECS Publishing	High School-Beg/Intermediate		x
18	XX	Memories	SATB	Stephen Chatman	Boosey and Hawkes	High School-Beg/Intermediate	x	x

19		Nelly Bly	SATB	Stephen Foster/arr. Jack Halloran	Gentry Publications	High School-Beg/Intermediate	x
20	XX	The Turtle Dove	SATB	arr. John Purifoy	Hal Leonard	High School-Beg/Intermediate	x	x
21	XX	Three Madrigals	SATB	Emma Lou Diemer	Boosey and Hawkes	High School-Beg/Intermediate		x
22	XX	Viva La Rose	SA(T)B	arr. Stephen Hatfield	Boosey and Hawkes	High School-Beg/Intermediate	x	x
1	XX	You'd Be So Nice To Come Home To	SATB	J. Althouse	Alfred	JAZZ - Easy swing tune for beginners	x	x
2		The Boy From New York City	SATB	G. Jasperse	Shawnee	JAZZ - Classical Manhattan Transfer also available in SSA	x	x
3	XX	Pop Goes The Weasel	SATB	A. Kerr	Hal Leonard	JAZZ - Great arrangement of traditional tune - FUN!	x	x
4	XX	Baby Close your Eyes	SATB	D. Davison	Sound Music	JAZZ - Beautiful ballad with piano	x	x
5	XX	Come Dance With Me	SATB	S. Zegree	Hal Leonard	JAZZ - Swing tune with improvisation	x	x
6	XX	Wings To Fly	SATB	J. Fox	Sound Music	JAZZ - Beautiful wordless tune with improvisation	x	x
7	XX	Like A Lover	SATB	P. Rutherford	Hal Leonard	JAZZ - Bossa with lyrics by Alan and Mariln Bergman	x	x
8	XX	He's Got The Whole World In His Hands	SATB	J. Barnes	Sound Music	JAZZ - Great a cappella swing	x	x
9	XX	Nice 'n' Easy	SATB	K. Shaw	Hal Leonard	JAZZ - Fun swing tune for beginners	x	x
10		Friendship	SSAATTBB	A. Edenroth	Walton	JAZZ - Eight-part a cappella by the Real Group - Beautiful!		
11		Keltic Song	SATB	Allen Rae	Hinshaw Music Inc.	JAZZ - Multicultural lyrics' are 'vowel textures'		x

12	XX	Java Jive	SATB	E. Lojeski	Hal Leonard	JAZZ - Classic Manhattan Transfer(1st Arrangement from 1977	x	x
13		Rainy Days and Mondays	SATB	S. Zegree	Shawnee	JAZZ - A beautiful ballad based on the Carpenters version	x	x
14		Pass Me The Jazz	SATBB	A. Edenroth	Walton	JAZZ - Clever lyric; difficult harmonies - The Real Group		
15	XX	A House Is Not A Home	SATB	M. Huff	Hal Leonard	JAZZ - Beautiful ballad with piano accompaniment	x	x
16		I've Got The World On A String	SATB	P. Langford	Shawnee	JAZZ - Easy swing tune for beginners	x	x
17	XX	Let's Live Again	SSAA	R. Eckert	Sound Music	JAZZ - SSAA - great swing tune	x	x
18	XX	A Gershwin Trio	SATB	j. Althouse	Alfred	JAZZ - Three Gershwin tunes - aesy arrangement	x	x
19	XX	Bridge Over Troubled Waters	SATB	P. Lawson	Hal Leonard	JAZZ - Great a cappella arrangement	x	x
20		Baby It's Cold Outside	SATB	R. O'Connell	Shawnee	JAZZ - Cute Christmas number - easy swing	x	x
21	XX	Café	SATB	J. Fox	Sound Music	JAZZ - A cappella samba - great lyric	x	x
1	XX	Korobushka	3-pt Mixed	Crocker	Hal Leonard	M.School/ Jr. High - Russian Folk Tune	x	x
2	XX	The Mermaid	3-pt Mixed	Liebergen	BriLee	M.School/ Jr. High - Gastoldi	x	x
3		This Old Hammer	3-pt Mixed	Ginsberg	Shawnee	M.School/ Jr. High - Folk Song	x	x
4	XX	Arirang	TTB	Beery	Alfred	M.School/ Jr. High - Korean Folk Song	x	x
5	XX	Gonna Ride Up in The Chariot	TTB	Miller	Hal Leonard	M.School/ Jr. High - Spiritual	x	x

6	XX	Thulalila Lele	TTB	Englert	Carl Fischer	M.School/ Jr. High – African	x	x
7		Wassail!	3-pt Mixed/Opt. Baritone	DeLanoy	Shawnee	M.School/ Jr. High – English Carol	x	x
8	XX	Scarborough Fair	3-pt Mixed/Opt. Baritone	Emerson	Hal Leonard	M.School/ Jr. High – Folksong	x	x
9	XX	By The Waters	3-pt Mixed/Opt. Baritone	DeLanoy	Carl Fischer	M.School/ Jr. High – Hebrew	x	x
10		The Battle Hymn of the Republic	3-pt Mixed/Opt. Baritone	Beery	Shawnee	M.School/ Jr. High – Traditional	x	x
11	XX	There Is A Balm In Gilead	SAB, Piano, Op. Bongo Drums	David von Kamper	Concordia	M.School/ Jr. High – African American Spiritual	x	x
12		Artza Alinu	3-pt Mixed	Rentz	Carl Fischer	M.School/Jr. High - Israeli		**x**
13	XX	Banuwa, Sing Noel	3-pt Mixed	Rentz	BriLee	M.School/Jr. High - Liberian	x	x
14	XX	The Bird's Courting Song	3-pt Mixed	Miller	Hal Leonard	M.School/Jr. High - Applachian	x	x
15	XX	Hold On	3-pt Mixed	Rentz	BriLee	M.School/Jr. High - Spiritual	x	x
16		Mangwani Mpulele	3-pt Mixed	Estes	Shawnee	M.School/Jr. High - S. African	x	x
17		Nymphs and Shepherds, Come Away	3-pt Mixed	Rentz	Shawnee	M.School/Jr. High - Purcell	x	x
18	XX	Pat-A-Pan	3-pt Mixed	Miller	Hal Leonard	M.School/Jr. High - Monnoye	x	x
19	XX	Pick-A-Little, Talk-A-Little	3-pt Mixed	Miller	Hal Leonard	M.School/Jr. High - Wilson	x	x
20	XX	Sing Now With Joy	3-pt Mixed	Snyder	Hal Leonard	M.School/Jr. High - Purcell	x	x
21	XX	Tuxedo Junction	3-pt Mixed	Huff	Hal Leonard	M.School/Jr. High - Feyne, etc.	x	x
22	XX	What a Morning`	3-pt Mixed	Parks	Carl Fischer	M.School/Jr. High - Spiritual	x	x
23	XX	Amanti Costanti	SATB	Liebergen	BriLee	M.School/Jr. High - Mozart	x	x
24	XX	Do Wah Diddy	SATB	Berg	Hal Leonard	M.School/Jr. High -	x	x
24	XX	Come to My Heart	SATB	Farnell	Alliance	M.School/Jr. High - Farnell	x	
25	XX	The West-Country Lover	TTB	Farnell	BriLee	M.School/Jr. High - Farnell	x	x

1		American Folk Rhapsody	TB & Piano	Linda Spevacek	Heritage Press	Mens - American Folk Songs. Middle School and up w/ audience participation		x
2	XX	Al shlosha d'varim	2 part & Piano	Allan E. Naplan	Boosey & Hawkes	Mens - Religious. Middle & High School. Young Men's voices (Eb to C#)	x	x
3		Alleluia		Reg Unterhauer	Walton Music	Mens - Relirious. Sacred/College/Community		
4		Quodlibet on Sea Shanties	TTBB & piano	John Delorey	EACDA Website	Mens - British & American Songs. High School/Community/College. FREE! Delorey has pdf's!		
5		Verbum Patris	TTB, Opt. Percussion	Anon. 13th Cent. English	EACDA Website	Mens - Medieval. Middle School upwards. FREE! Delorey has pdf's!		
6	XX	Viva Tutti	TTB	Anon. 18th Cent.	Lawson Gould - Ralph Hunter, ed.	Mens - Classical. Italian and German. Changing voices upward(vocal dexterity required.	x	x
7		Die Nacht Op. 17, no. 4	TTBB a cappella	Franz Schubert	Roger Dean	Mens - Classical. German. High School/University/Community		x
8		Psalm XIII		Thomas Ravenscroft		Mens - Religious. Sacred/Community. CPDL FREE! Delorey has pdf's!		
9	XX	Find The Cost of Freedom	TTB	Page	Hal Leonard	Mens - Patriotic. High School Upwards	x	x
10	XX	Four Hymns for Men's Voices	TBB		Concordia	Mens - Religious. Sacred/High	x	x

						School/Community/University		
11		When The Saints Go Marching In	TTBB & piano	Arr: Denys Hood	Roberton Publoications/Theodore Presser	Mens - Traditional American Folk. High School upwards	x	
12	XX	Ramkali		Ethan Sperry	earthsongs	Mens - World Music. High School/College/Community	x	x
13	XX	Ute Sundance	TTBB	Valerie Naranjo	Earthsongs	Mens - Song of renewal - rites of passages	x	x
1	XX	All Too Soon	SATB	Stephen Hatfield	Boosey & Hawkes	Treasures - Canadian folk song, great text, wonderful rolling melodic lines gives the impression of the movement of the ocean	x	x
2	XX	Danny Boy	SATB	arr. Darmon Meader	Carl Fischer	Treasures - a cappella, lush harmonies; beautiful new take on a classic	x	x
3		Erev Shel Shoshanim	SATB	Hadar, arr. Jack Klebanow	World Music Press	Treasures - in Hebrew, a fair amount of unison & doubling at the octave, very accessible.	x	x
4	XX	The Gartan Mother's Lullaby	SATB	arr. Neil Ginsberg	Santa Barbara Music Publishing	Treasures - Irish Folk song, optional flute or violin, beautiful melodic lines present an opportunity to highlight the men's section	x	x
	XX	The Irish Blessing	SATB	Joyce Eilers Bacak	Hal Leonard	Treasures - Excellent benediction/ encore	x	x

						selection		
6	xx	Musicks Empire	SATB	Lloyd m	Lawson Gould/ Alfred	Treasures - a cappella, concert/ festival selection, students consistently love this piece	x	x
7	xx	Salmo 150	SATB	Ernani Aguiar	Earthsongs	Treasures - a cappella, rhythmic, lots of doublings at the octave makes it accessible, great opener	x	x
8		Set me As A Seal	SATB	Rene Clausen	Shawnee	Treasures - a cappella, some divisi in the women, beautiful text and harmonies	x	x
9	xx	Sing Me To Heaven	SATB	Daniel E. Gawthrop	Dunstan House	Treasures - strong text, beautiful melodic lines/ phrasings	x	
10		Three Madrigals	SATB	Emma Lou Diemer	Boosey & Hawkes	Treasures - very accessible, well written, contemporary madrigals	x	x
11	xx	Anima Christi	SSAATTBB	Ryan Cayabyab	Earthsongs	Treasures - Ignatian Prayer - http://www.youtube.com/watch?v=Zk8C8zwsBgk	x	x
12		Banquet Fugue	SATB	John Rutter	Hinshaw	Treasures – novelty; fun way to teach fugue form		x
13	xx	Loch Lomond	SSATTB	arr. Jonathan Quick	Cypress Publishing	Treasures - interesting & fresh arrangement of a classic	x	x
14		Le Pont Mirabeau	SATB	Lionel Daunais	Walton	Treasures - a cappella, in french, beautiful harmonies		

15	XX	Medieval Gloria	2 pt	Vijah Singh	Belwin	Treasures - Great processional	x	x
16		Non Nobis Domine	TB/SA	Rosephanye Powell	Gentry Publications	Treasures - a Cappella, rhythmic, great opener		x
17	XX	The Seal Lullaby	SATB	Eric Whitacre	Shadow Water Music	Treasures - ACCESSIBLE Whitacre!	x	x
18	XX	There Will Be Rest	SATB divisi	Frank Tichelli	Hindon Publications	Treasures - a cappella; difficult but well worth the effort	x	x
19		Walking on the Green Grass	SATB	Michael Hennagin	Boosey & Hawkes	Treasures - a cappella, some divis in tenor, contemporary madrigal	x	x
20	XX	The Water is Wide	SATB	Stephen Paulus	European American Music Corp.	Treasures - a lot of doubling: TB/ SA, great piece to teach phrasing, opt. harp but will work well with piano accompaniment	x	
21		Wayfarin' Stranger	SATB	Gilbert M. Martin	Hinshaw	Treasures - great piece to teach phrasing, a lot of doubling TB/ SA, woppotunities to highlight sections		x
1	XX	Tread Softly (2010)	SA(div) piano	Alan Bullard	Oxford	Women's - Set to poetry by Yeats,*Tread Softly* begins in unison and moves into two parts (with the exception of a simple four-part divisi at the end of the piece.) The melodies are gracious with rhythmic contrasts. Easy.	x	x

2	xx	The Rose of Sharon (2011)	SSAA	Thomas Juneau	Carl Fischer	Women's - A beautiful a cappella piece based on the Song of Solomon. Medium.	x	x
3	xx	Amid the Splendors of the Sun (2008)	Treble Voices in 4 part canon	Nick Page	Colla Voce	Women's - An Appalachian folksong with additional poetry by William Blake. With flowing melodies, this is a wonderful piece that can be performed with as few as two parts or up to six. Improvisatory section. Medium easy.	x	x
4	xx	Beati quorum via (2011)	SSA/SSA	Russell Robinson, arr.	Alfred	Women's - From Stanford's *Three Latin Motets (1905)*, this is a clever arrangement that makes this famous piece accessible for advanced Women's Choruses. Moderately Difficult.	x	x
5		Be Grateful My Soul (2010)	SSSAA	Elizabeth Alexander	Seafarer Press	Women's - "A meditation on the timeless ecstasy of life, despite its disappointments, cruelty, and pain." The striking melody is layered upon itself like a canon.	x	x

						The range is not particularly high. Medium.		
6	xx	Munoera (Sanctus from *Shona Mass)*	SSA percussion	Lee R. Kesselman	Boosey & Hawkes	Women's – "*Shona Mass* is an original work, composed in the spirit of music heard at the Episcopal Cathedral in Zimbabwe. The texts are a combination of Shona and Latin from the Ordinary of the Mass."	x	x
7		I'll Give My Love and Apple (2011)	SSA piano	Eleanor Daley, arr.	JEHMS/Alliance Music	Women's – Based on a traditional tune, this is a beautiful arrangement that begins in unison, and then builds up to three parts. Medium easy.		
8		Artsa Alinu	SSAA	Nina Gilbert, arr.	Treble Clef Press	Women's – This setting of an Israeli pioneer song alternates between unison and vigorous chords. This one is a rouser! The text is underlaid phonetically with full Hebrew text and translation, with pronunciation included. Medium		

9	XX	The Song of the Stars (2010)	SA/SSAA	Bob Chilcott	Oxford	Women's - "Setting a Native American text, The Song of the Stars is a bright and rhythmic piece scored for double upper-voice choir. Featuring rhythmic ostinatos, imitative effects, and rich harmonies." Moderately Difficult.	x	x
10	XX	Ev'ry Time I Feel the Spirit (2011)	SSA piano	Rollo Dilworth, arr.	Hal Leonard	Women's - Commissioned by a group of 41 children's and youth choruses, sponsored by Chorus America. A spirited, rhythmic arrangement, mostly homophonic. Medium.	x	x
11	XX	Cai Diao	SA	Zhang Yi-Da	Earthsongs	Women's - Chinese Folk Song	x	x
12		Flying	SSAA ob, vln, vcl.	Rachel DeVore Fogarty	Kandinsky Music	Women's - rdfogarty@gmail.com	x	x
13	XX	Softly, Little Child	SSAA	Daniel E. Gawthrop	Dunstan House	Women's -	x	
14		Someone Will Remember Us	SSA, violin, viola, cell and harp	Jocelyn Hagen	Jocelyn Hagen	Women's -	x	x
15	XX	How Can I Keep From Singing? (2002)	SSAA piano	Paul Halley, arr.	Back Alley Music	Women's -	x	x
16	XX	Ripple Effect	SSAA piano	Stephen Hatfield	Boosey & Hawkes	Women's -	x	x
17		Thaw	SSAA	Edie Hill	Hummingbird Press	Women's -	x	x
18	XX	Poem of Light	SSAA harp dumbek	John Rommerein	earthsongs	Women's - harp or piano, optional dumbek	x	x

19	XX	Taladh Chriosda	SSA piano violin	Mark Sirett, arr.	Boosey & Hawkes	Women's -	x	x
20	XX	That Jewel-Spirit (2008)	SSA piano flute	Hilary Tann	Brichtmark	Women's -	x	x
21		Much Too Soon In The Season	SSAA	Peter I. Tchaikovsky	Musica Russica	Women's -	x	
1		The Morning Trumpet	SATB	Stan Pethel	Daybreak	Worship - effective and easy with trumpet solo		
2	XX	Down to the River to Pray	SATB	Mack Wilberg	Oxford	Worship - piano four hands,ryhthmic and exciting	x	x
3		Celebrate Chanukah	SATB	Joel Philips	Transcontinental	Worship - mixed meter and energetic	x	
4	XX	Light Looked Down	SATB	Eleanor Daley	Alliance	Worship - effective with beautiful text	x	
5	XX	Choose to Bless the World	SATB	Nick Page	Boosey & Hawkes	Worship - Optional hand motions included clearly in score by Nick Page	x	x
6	XX	It Is Good to Sing Praises	SATB	Daniel Gawthrop	Dunstan House	Worship -	x	
7		Abide With Me	SATB	Gwyneth Walker	ECS Schirmer	Worship - from collection Songs of Faith		x
8	XX	Requiem	SATB	Craig Hella Johnson	G. Schirmer	Worship - simple song by Eliza Gilkyson in a simple effective arrangement	x	x
9	XX	Sing Praise!	SATB	Allan Robert Petker	Pavane	Worship - Psalm 150, optional brass quintet	x	x
10		The Sure Foundation	SATB	Joeseph Martin	Harold Flammer	Worship - incorporates "How Firm a Foundation"		
11	XX	Just Can't Tell It All	SATB W/Tenor solo	Byron J. Smith	Onyx Choral Music Publishing	Worship - Upbeat Gospel	x	
12	XX	Agnus Dei	SATB	Peter Klemp	Concordia	Worship - flute solo,optional string quartet	x	x

13	xx	All Hail the Power of Jesus' Name	SATB	Donald Busarow	Concordia	Worship - congregation,organ,brass timpani,handbells	x	x
14	xx	Brother James's Air	SATB	Mack Wilberg	Oxford	Worship -	x	x
15	xx	From Heaven Above	SATB	Wayland Rogers	Boosey & Hawkes	Worship - a capella	x	x
16	xx	It's My Desire	SATB	Bagley & Boyer	GIA	Worship - gospel	x	
17	xx	Jesus, Springing	SATB	Bob Chilcott	Oxford	Worship -	x	x
18	xx	Keep Your Lamps Trimmed and Burning	SAB	Greg Gilpin	Colla Voce	Worship - spiritual	x	
19		Lamb of God	SATB	Jon Washburn	Walton	Worship - harp or keyboard accompaniment		
20	xx	O Come, Divine Messiah!	SATB	Howard Helvey	Oxford	Worship - Advent	x	x
21	xx	Panis Angelicus	SATB	Richard Wappel	Oxford	Worship - organ,violin (or flute) solo	x	x
22		Tell the Earth to Shake	SATB	Gwyneth Walker	ECS	Worship - strong and dynamic		x
23	xx	The Hills are Bare at Bethlehem	SATB	Ralph Johnson	earthsongs	Worship - acapella with wind chimes		x
1	xx	J'endtend le Moulin	SA	R Dwyer/M Ellis	Colla Voce	Youth/Boy Choir	x	
2		Night Song	SA	Paul Carey	Roger Dean	Youth/Boy Choir		
3	xx	With the Earth, I Am One	2-part	Judith Herrington	Hal Leonard	Youth/Boy Choir	x	x
4		Je Vois la Neige Qui Danse	unison[div]	Nick Page	Boosey&Hawkes	Youth/Boy Choir		
5		Mary had a Baby	2 pt/div	Maria T Corley	Walton	Youth/Boy Choir		
6	xx	Born in a Symphony	SSAA	Judith Herrington	Pavane	Youth/Boy Choir	x	x
7	xx	Spiritual Musick	SA	David Brunner	Boosey&Hawkes	Youth/Boy Choir	x	x
8	xx	Now is the time of Peace	2 pt	Ken Johnston	Boosey & Hawkes	Youth/Boy Choir	x	x
9	xx	The Bird's courting song	2 pt	Cristi Miller	Hal Leonard	Youth/Boy Choir	x	x

10	XX	**Benedictus/Agnus Dei**	**SSA**	**Peter Robb**	**Hal Leonard**	**Youth/Boy Choir**	x	x
11	XX	**Wayfaring Stranger**	**2 pt**	**Rollo Dilworth**	**Hal Leonard**	**Youth/Boy Choir**	x	x
12	XX	**Cantode Pilon**	**SA**	**Cristian Grases**	**Pavane Publishing**	**Youth/Boy Choir - Venezuela working song**	x	x
13	XX	Psalm 8	SSA	Dan Forrest	Hal Leonard	Youth/Boy Choir	x	x
14		Domine Deus, Agnus Dei	unison	Vivaldi/Galvan	Roger Dean	Youth/Boy Choir		
15		Let's Imitate Her Notes	SA	Nick Page	Roger Dean	Youth/Boy Choir		
16	XX	Three Fiddle Tunes	unison/3 pt	Robert I Hugh	Colla Voce	Youth/Boy Choir	x	
17	XX	Trouble, Fly	2-part	Patricia McKernon Runkle	Boosey&Hawkes	Youth/Boy Choir	x	x
18	XX	Shady Grove(with "The Cuckoo")	SSA	Allsbrook & Goodin	Boosey&Hawkes	Youth/Boy Choir	x	x
1		**The Bloom is not a Bloom**	**SATB a cappella**	**Athens, Niccolo**	**self-published**	**Contemporary Music**		x
2		**Tykus tykus**	**SSAATTBB a cappella**	**Augustinas, Vaclovas**	**self-published**	**Contemporary Music**		x
3		**Voices**	**SSAATTBB a cappella**	**Banks, Eric**	**Boosey & Hawks**	**Contemporary Music**	x	x
4		**Glow**	**SSAATTBB a cappella**	**Charney, Jason**	**self-published**	**Contemporary Music**		x
5		**On my Dreams**	**SATB div. Piano, Drums**	**Hagen, Jocelyn**	**self-published**	**Contemporary Music**		x
6		**Dreaming in Darkness**	**SATB a cappella**	**McClellan, Robinson**	**self-published**	**Contemporary Music**		x
7		**God Be In My Head**	**SATB a cappella**	**Musselman, Dan**	**self-published**	**Contemporary Music**		x
8		**A Song of Joys**	**SSAATTBB a cappella**	**Omiccioli, Nicholas**	**self-published**	**Contemporary Music**		x
9		**Short is Time**	**SATB a cappella**	**Pierce, Forrest**		**Contemporary Music info@forrestpierce.com**		x
10		**Call to Remembrance Fantasia**	**Call to Remembrance Fantasia**	**Sametz, Steven**	**self-published**	**Contemporary Music**		x
11		O sacrum convivium	SSAATTBB a cappella	Caplin, Thomas	Cantando Musikkforlag AS, Stavanger, Norway	Contemporary Music	x	x

12		Goodnight, Goodnight	SATB a cappella	Danyew, Steve	self-published	Contemporary Music www.stevedanyew.com		x
13		Alleluia		Gregorio, Joe	self-published	Contemporary Music		
14		Spring	SATB divisi	Horick, Sarah	self-published	Contemporary Music		x
15		Crossing Brooklyn Ferry	SSA, strings	Kallembach, James	self-published	Contemporary Music		x
16		Old Waters	SATB divisi	Moore, J. David	Fresh Ayre Music.	Contemporary Music		x
17		Ummah Sallih	SATB, solos, a cappella	Pamintuan, John August	self-published	Contemporary Music		x
18		One thing I know	SSAATTBB a cappella	Primosch, James	self-published	Contemporary Music		x
19		A stuff will not endure	SATB, Piano	Robinson, Scott	Graphite Publishing	Contemporary Music	x	x
20		A Worshipper and a Man	SSATBB a cappella	Takach, Timothy C.	self-published	Contemporary Music TimothyCTakach.com		x
21		Paradise	SSATBB a cappella	Tann, Hillary	Rowanberry Music	Contemporary Music	x	x
22		...the whole sea in motion	SATB divisi, Piano	Trumbore, Dale	self-published	Contemporary Music		x
23		Three Madrigals	SATB a cappella	Wadsworth, Zachary	ZRW publishing	Contemporary Music zacharywadsworth.com		x
24		L'Hiver et l'été	SSAATTBB a cappella	Wharton, Philip	self-published	Contemporary Music		x
25		Refrigerator Poems, Set 1	SATB	Worthington, Rain	self-published	Contemporary Music		x
26		Dutch Lullaby	SATB, Piano	Roman Yakub	self-published	Contemporary Music		x

H. ACDA Eastern Division Conference Resource Room – A Report by Shawn Onessimo

Introduction

      This project focused on the use of a resource room at the American Choral Directors Association Eastern Division conference in Providence, Rhode Island. The intention was to allow choral directors to view music and to build upon their own repertoire simultaneously. Additionally, there was a resource available to help directors find online sheet music for their organizations.

Background

      Research was conducted to help create a database of online resources where choral music could either be purchased or found online. The database began with ACDA sponsors, and branched out to include the large volumes of online sheet music. First analyzed was JW Pepper, a search engine which allows you to search for music by category. The available sheet music that could be purchased included a large variety of music from religious to pop culture. The search engine allowed one to type in a song, composer, or key phrase. Often, many results are found per search and found broken into subsections per song. JW Pepper yielded one of the largest results for volume, as well as variety. Next analyzed was 8Notes, a search engine that allows you to search for sheet music by instrument. One of the most dynamic search engines evaluated, 8Notes search results produced many songs which included mp3 files of the songs. Additionally if one is a teacher of an instrument, they could search for music by difficulty of song. Difficulty seems to be determined by chord transitions, and note progression. Many of the songs offered are

available to view online for no additional cost. However, the focus of the volumes of sheet music is within classical pieces.

Online Sheet Music provided many different arrangements of soft rock and pop culture songs. This database also was unique in that a cappella arrangements are available to purchase for a variety of songs. The search engine allowed searches by song title or singer, whether it is an individual singer or group. Within the vocal scores available for purchase, pieces could also be located by voice part. This was regardless of if it was alto, tenor, baritone, soprano, mezzo-soprano, or bass. However, the search engine seemed to lack in depth of classical songs for piano or keyboards. CPDL was the one of the largest choral sheet music databases found. It includes choral music of all genres. Though, the database relies heavily on religious choral music. The volumes of choral music for classical or pop culture songs are not present. The search engine allows for either a keyword search or a more advanced search with composer, arranger, or publishing date.

Sheet Music Plus provided choral and piano scores for purchase. Sheet Music Plus provided an easier interface for searching, and subsequently purchasing music. The database for ensemble music is divided into many categories including, but not limited to, a cappella arrangements, men's choirs, women's choirs, and SATB arrangements. Sheet Music Plus also provides many jazz arrangements, as well as classical songs. Search results will yield more than one version of the same sheet music, to compare different styles of the score. Finally, Sheet Music Db has a smaller database, focused on classical songs. Many of these songs have a sample of the piece, so you can hear the music before purchase. The strength of the database seems to lie within piano scores, although some choral scores can also be purchased. The database also provides many educational teaching scores for various instruments and organizations. The search interface is detailed in that you can search for what you specifically need or are looking for. This

will result in only the one score or mp3 you are searching to find.

This information helps to provide a foundation for the resource room. The resource room was intended to contain numerous binders of choral sheet music, as well as lists of where this music could either be purchased or heard through the use of a computer. Additionally, information on bringing computers into choral classrooms was also to be provided on through a slide show presentation. In total, this would create an environment where choral music could be viewed, discussed, and found in a paperless manner.

Methodology

The information on online sheet music was converted into a brochure, which was provided in the resource room.[1],[2]. The concept of the resource room was one in which, was created based upon certain provisions. These included a room containing music, and a manner in which PowerPoint presentations could be presented. Despite these provisions the concept of the resource room never translated into an actual resource room. While a projector was provided, the laptop used contained no VGA port to connect to the projector. The room in majority was empty besides one poster. Additionally, due to lack of established meaning, the room did not attract many choral directors. When choral directors did approach, the lack of music and empty space caused them to become confused, and subsequently have a shortened stay. Once a laptop was found, the PowerPoint presentation could not properly run due to the video in the presentation being a temporary file. The file could not be located under temporary files, and thus the presentation was unable to sustain a continuous loop. Regardless of this, the room itself was not adapted to support any form of presentation due to strong overhead lighting.

Lastly, the resource room only contained one binder in total of choral sheet music. With the initial concept of the resource room to be one of which was supposed to contain numerous choral music to view for directors, this was a disappointment. Although the binder in the room

did provide a large variety of choral scores, the volumes of the scores were nonexistent.

In terms of using the resource room to research and purchase online choral music, this was also misused. For located at the front of the exhibition was a booth which contained numerous copies of actual sheet music available for purchase. The online databases became merely a last resort in the matter, when all other avenues had been exhausted. As opposed to being the central manner in which choral directors could expand their repertoire.

This may have impacted the resource room, but at the same token it allowed for the opportunity to become a full member of the conference. This included attending reading sessions, concerts, and information sessions. As a student, this creates an interesting perspective which helps to broaden one's understanding of choral music. I would like to take this opportunity to highlight one of the attended concerts during the conference. The New Jersey Youth Chorus, Holton-Arms Lower School, Central Bucks High School-West Chamber and the University of Maryland Chamber singers each had an excellent sound, but made themselves unique from the other choirs performing. Whether it was the New Jersey Youth Chorus using sign language, the West Chamber Choir turning a Hindi song into a rock song, the Maryland singers and their harmonized solos, or the Holton-Arms with their spins on classic sing-alongs, each group created a performance all within themselves. One which although at the core was a balanced, harmonious sound still retained a sense of uniqueness. If a similar situation were to occur within the resource room again, then attending the conference as a member is an excellent opportunity to grow musically, and to appreciate the quality and tones of sounds.

Conclusions and Recommendations

In order to have a properly functioning resource room as ideally intended, several changes would be required. This recommendation is based upon observed reactions of fellow

attendees of the conference, and the resource room presented during the conference. First, the

resource room needs to be defined as a subset of the conference. If the resource room is merely

used for viewing other choral repertoire, than other choirs within the Eastern Division should be

contacted, and asked to make binders of some of their current repertoire. This would eliminate

the need for one person to gather large volumes of sheet music, and allow for variety. If it is the

case that the resource room could be used as a means to find and purchase choral music for

directors then the initial booth at the front of the exhibition hall should either be merged into the

resource room, or have the use of finding electronic copies of choral music removed.

PowerPoint Presentations should also be re-evaluated for the resource room. In order to properly

view such a presentation, the light source from which the presentation is being presented must

create more ambient light than that of the room. Additionally, the use of a white screen for

projection must not have an impactful amount of reflection from the backdrop.

Despite these recommendations for changing setup of the resource room, verbal feedback

suggests that the concept of a resource room is something which could be a reputable resource. If

changes occur to setup and presentation, the resource room could become a valuable resource for

choral directors.

Charts: 1,2 Brochure

Sheet Music Db (http://sheetmusicdb.net/)- Good source for Classical Music. Allows you to search by composer or song, and many songs include files where you can listen to the song. If a piano teacher, it allows you to also search by songs in terms of their difficulty. (may require to purchase music)

8Notes (http://sheetmusicdb.net/) — Allows you to search for sheet music by instrument. Also includes instructional information for learning each instrument. Many of the scores are free, but (may require free membership).

Online Sheet Music (http://www.onlinesheetmusic.com) — Has easy search access to sheet music, including previews of the piano scores. The scores can then be purchased. The database lies heavier on modern-day pieces, but also includes many classics. largest databases found for purchasing musical scores.on classical choral more so than modern day arrangments or a capella pieces.

Top Choices for Sheet Music

CPDL(http://www2.cpdl.org)- Large volumes of free choral sheet music available online. The search bar allows searches by name of piece or by composer.

Sheet Music Plus(http://www.sheetmusicplus.com)- Contains choral, piano, and classical scores for purchase. Has easy interface to purchase the music, and nice format. One of the largest databases for purchasing sheet music.

JW Pepper (http://www.jwpepper.com/sheetmusic)-Search engine allows you to search for music by category. This includes school choral pieces to religious songs (Additional fees may apply).

Looking for a Large Library of Guilbert and Sullivan Music?

Check out http://math.boisestate.edu/gas

The site contains many of Guilbert and Sullivan's famed operettas. Each individual show has both text and midi files to help you relearn and sing along to your favorite Guilbert and Sullivan songs.

How Do I know if a database can be trusted?

Often the easiest way to determine the safety of the site is to do research on the website. See if they offer previews of the sheet music before purchase. Look at the price of the score, or simply read reviews of others who have purchased music previously.

Sometimes if the website offers a help desk number, give them a call. However, do your homework before making a purchase.

Favorite online sheet music database?

THERE ARE MANY TO CHOOSE FROM, BUT IT ALL DEPENDS ON WHAT MUSIC YOU ARE LOOKING FOR.

Pamphlets created by:
Shawn Onessimo
snonessimo@wpi.edu

References

Research conducted through following music databases:

Sheet Music Db: (http://sheetmusicdb.net/)-

8Notes (http://sheetmusicdb.net/)

Online Sheet Music: (http://www.onlinesheetmusic.com)

JW Pepper: (http://www.jwpepper.com/sheetmusic)-

Sheet Music Plus: (http://www.sheetmusicplus.com)-

CPDL: http://www2.cpdl.org

I. Future Conference Handbook: USB Keys

Brief Step-by-Step 'Handbook' of Running the Conference

1. Break out into individual teams to maximize amount of quotes gathered

2. Search for large production USB drive companies online that tailor to needs of ACDA

3. Input flash drive specifications on website and submit for estimate

4. Contact company representative via email

5. Contact representative over the phone for further discussion of the quote

6. Ask for sample USB drives

7. Decide on final USB

8. Download Final USB Data Folder from drop box

9. Upload USB drive data and logos to company website

10. Contact representative to insure materials were received

11. Receive USB drives

12. Verify USB drives to make sure they are correct

J. Future Conference Handbook: Projecting a Reading Session

Things to bring to a Reading Session:

- 2 Projectors with their power cable and VGA cable

- 2 Laptops

- Mini DisplayPort to VGA adapter (if Macbook laptops are used)

- Stack of reading session comment sheets

- Stack of reading session surveys

- Clipboards

- Golf pencils

- At least one iPad with sheet music stored

- Hard Copies of Sheet Music for that session

What to do to prepare for a reading session:

- Add projection-bound sheet music PDFs onto the desktop of the laptops for easy access

- Thoroughly look through the sheet music of the reading session

   o Look and take note of any repeats, codas, or any thing that concerns you or the

      conductor

   o Take note of the PDFs that you do not have

- Check the venue beforehand to see if the right equipment is set up

   o Check if it has

      ▪ Two screens at least 10' x 10' in size for reading legibility

      ▪ Tables set up a reasonable distance from the screen for the projectors

      ▪ Power strips reaching to tables to power up the projector and laptop

- Have a practice projector session to confirm everything works (preferably at the venue)

  - Check to see how far away the projector needs to be to have the sheet music

    displayed large enough, without compensating luminosity

  - Check the resolution of the projector and match that with the laptop connected

    to it

    - PC laptops should automatically do this, while Macs may not

Set Up:

- The two people projecting at the reading session should arrive at least 30 minutes early

  to the venue to set up the equipment and discuss with the conductor about the music

- Locate the conductor, and introduce yourselves to him/her (see script in appendix X)

- Setup and get the two projectors working first on each screen, then discuss the sheet

  music with the conductor

  - Connect the power cords of the projector and laptop to the power strip

  - Turn both projector and laptop on

  - Once booted, connect the VGA cable to the laptop and projector

  - Wait until the screen displays the desktop

  - Make sure the screen is displayed perfectly on the screen

    - Level the projector so it's level with the screen

    - Zoom in or out on the projector to fit

    - Focus the projector

- Place stacks of comment sheets and surveys near the entrance to the venue for people

  to grab on their way in, as well as the pencils

- Have the iPads up and ready to view the PDFs of the reading sessions

- Discuss with the conductor about the concerns you have with the music

    o   Show him/her your notes and figure out a solution to repeats or codas

    o   Ask him/her if there is any problem with the order of the music

    o   Ask if he/she has any questions

- Display the title page PDF of the reading session on the screen

    o   Open the PDF on a reader and press Ctrl + L (Cmd + L on Mac) to enter the full

        screen preview mode

During the reading session

- Cover the projector lens between pieces to avoid showing the desktop to the audience

- Show the first page of the sheet music, the title page is unnecessary

- Read along when piece is being sung, flip the page about a measure beforehand

- Anticipate any problems that may occur during the reading session

    o   If people paused when singing, you might have turn the page too early or too

        late

    o   If your projector or laptop fails, have people move to view the other screen in

        the venue

When the session ends

- Pack up all the equipment

- Collect the iPads given out to the readers

- Thank the conductor or host

- Collect the completed surveys

K. Photos at the ACDA Eastern Division Conference
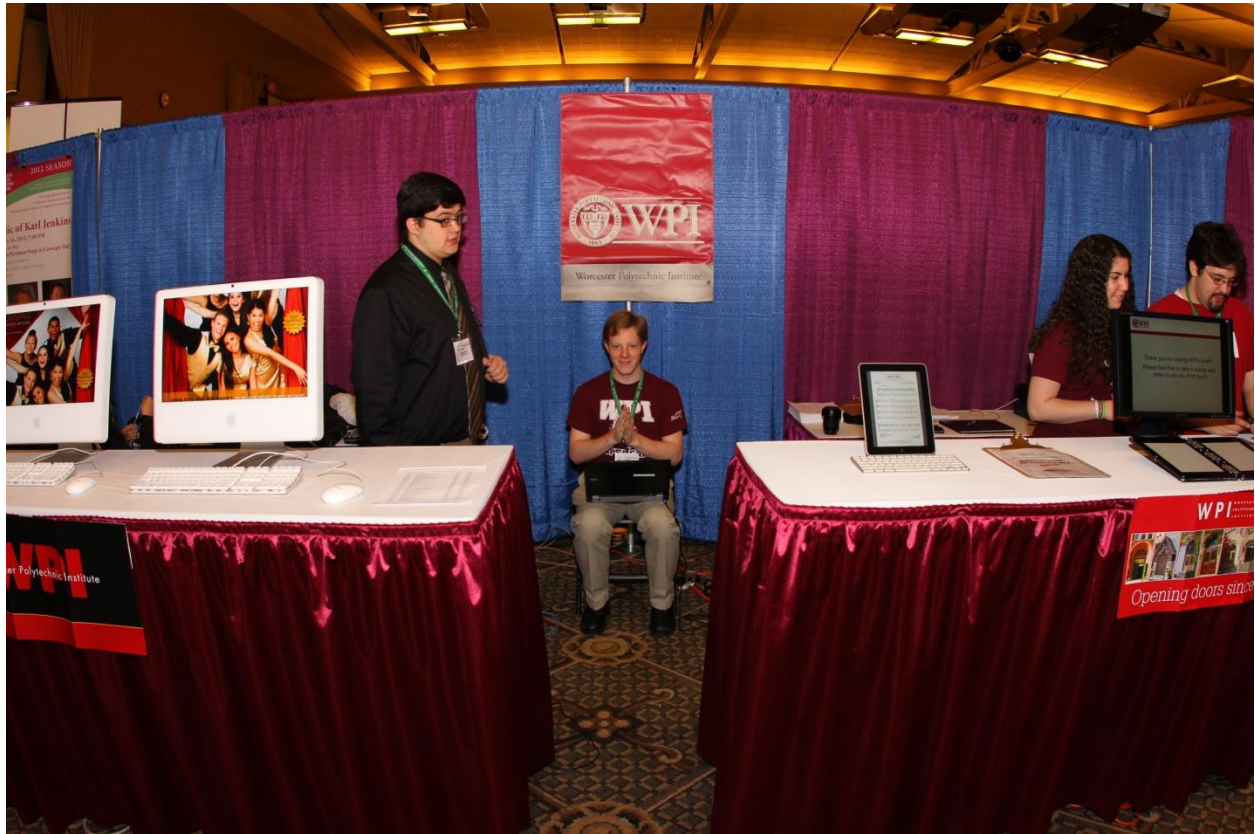
L. Session Reviews from the ACDA Eastern Division Conference

Alexander Tran

  I attended the interest session entitled 'Heart, Head, Hands: Self-Renewing Skills for Conducting/Ensemble Leading' hosted by Wayne Abercrombie. Although I am neither a conductor nor ensemble leader, I find this session very interesting to listen in. Near the beginning of the session, Mr. Abercrombie had all the session-goers sing a piece called "Drink to Me Only with Thine Eyes". After that, Mr. Abercrombie went over the conducting techniques he personally uses to improve the performance. He has the people in the session read the lyrics of the piece and pick out the words that should be emphasized in the piece. These words may not be on the downbeats of the piece, but they should be accentuated or stressed more in the piece. While thinking about these words, Mr. Abercrombie had everyone stand up and sing the piece once more, observing what their own bodies do during the new stresses. As only a listener, I felt the piece had more meaning and more depth to it in comparison with before. Seeing people move with the stresses of the song makes the song more flowing to me. Mr. Abercrombie stresses that a conductor must prepare and move with the stresses of the song while conducting. This will prove beneficial to the ensemble. If I were in a chorus, I would be more interested in a song in which the conductor prepared for, then a song that was just 'winged'. Overall I learned a lot during this session. Although the session was not targeted to me, it's interesting to see that conductors, even professionals, still can learn new methods.

Brandon Otte

  While at the EACDA 2012 conference I attended two concerts. The first was on Friday, February 17th performed by a group called "I Fagiolini". At first I did not like the idea of them singing in a different language and also having no instruments. However to my surprise I found the concert very enjoyable. The second concert I attended was the following day at the farewell

gala. This was a buffet with live music by "Syncopation!" They were set up in the center rotunda of the state house. The group consisted of four members that each sang the different SATB parts of the songs. They seemed to complement each other very well and made the atmosphere rather pleasant. In addition to the great music the food was fantastic. I definitely recommend any groups in the future to not miss this particular event.

Brittany Cubano

I Fagiolini was filled with very talented singers. They combined different styles of music and comedy which made the show exceptional. "The Cries of London" was my favorite piece because it had me laughing throughout most of it. The singers all showed huge and powerful vocal ranges and each added their personality. I spent most of the performance amazed by the control in all of the performer's voices. All of the pieces they performed were exceptional but I think that "The Cries of London" was their best because they all had very different parts that surprisingly blended very well together.

The group also added some interpretive dance to some of the pieces which added to the comedy. The group meshed together so well and it was obvious that they did not just sing the pieces they expressed the pieces. Overall an amazing performance and I am glad I had the opportunity to hear I Fagiolini perform.

Hanziong Shi

Claudio Monteverdi was always my favorite classical musician who successfully made the transition from Renaissance style to Baroque style. I Fagiolini used this style to great effect in their concert on Saturday, and we enjoyed ourselves thoroughly. The concert overall was so amazing, the octet was refreshing and clean and it was my honor to sit with so many wonderful musicians from all over the country to appreciate this concert. I especially liked the pieces by

Poulenc, of which I found Tous Les Droits to be one of the more passionate pieces I have heard

tonight.

The singers were very talented and I was really impressed with the trebling of the

sopranos in several of their pieces. Charles Gibbs did a particularly great job, and I found that he

made very good harmony with the sopranos. One of the sopranos had a very soft voice, and I

wasn't able to appreciate her voice as much of the other singers as a result. However, the

musicians were very talented and I especially liked when they started to add mannerisms to their

songs, such as in El Fuego, when they performed the silly antics on stage.

Dan Brandon

The concert I chose to attend was the Farewell Gala held in the Rhode Island state house.

The concert was located to the side of a stairwell on a small landing to the right of the side

stairwells. The group was very easy to hear, but it would have been nice if the performance were

done in a more centralized, visible area. Despite location, the group was very unique due to its

diversity in ages and voices. It was clear that the group had significant rehearsal prior to the

concert, which made the SATB parts more audible and understandable for a non-musician,

something that proved to be harder in a reading session. Both before and after the buffet dinner,

the group composed of two men and two women continued to gather the attention of everyone in

the state house. The sensational buffet really helped round out the atmosphere of the concert

playing in the background. It would have been nice to hear a couple more songs performed, but

the talent and variety in age and vocals provided a very exceptional performance and a great

culmination to the 2012 Eastern ACDA Conference.

David Rolle

I Fagiolini, Italian for "little beans," an insult to men and slang in Italian, is an octet a cappella group, who we had the distinct pleasure of listening to. Not unsurprisingly, they mentioned in their foreword that they do not often tour Italy due to their rather peculiar and partially insulting name. Their theme for tonight revolved around the dissonant styles of Monteverdi and his contemporary, Poulenc. Transitioning beautifully from the Italian of Monteverdi to the French of Poulenc, their musical voices resounded throughout the hall with sonorous beauty that echoed their long and rich history of singing. They beautifully sang chords of dissonance with ease that belied their practice, and gave a wonderful performance. Their pieces came from two works of Monteverdi's, from his "Il Quarto Libro De Madrigali," and "Il Sesto Libro De Madrigali." From the former, they sang "Anima Mia, Perdona," "Longe Da Te Cor Mio," "Piagne E Sospira," and from the latter, they sand "Zefiro Torna" and "Ogimé Il Bel Viso." As I hail from Torino, just south of the grasping Alps, I was pleased by the rendition of the famous pieces, enjoying the strength of the pieces. Overall, the music choice was interesting, dissonant, and compelling.

However, there were a couple frustrations which plagued Fagiolini's style that I could not bear and consistently ripped me from the music. The first was the power of their soprano. A woman of diminutive stature, her voice belied a strength I've seldom heard in her vocal range. Her voice was projected with ease and strength across the entire auditorium. In contrast, however, their bass was far weaker, which gave frustration to the pieces. While I can understand how Monteverdi's style benefitted from this, my history with the piano has taught me that a strong soprano benefits most from their accompaniments when the bass is equally strong. While bass has power, the soprano has penetration, and the bass did not convey the power as well as I've heard before. In fact, the soprano overpowered all of her fellow singers, her partner soprano included. I was stunned and impressed, but disappointed that her abilities, which would likely

convert well to opera, were not matched with stronger voices. This critique is not to say that the

other singers were weak or poor. They had wonderful voices in their own right, but they simply

paled in comparison to the soprano. Aside from additional balancing issues, though, the

problems were mostly overshadowed by their talent and excellent singing.

Gabriel Stern-Robbins: I Fagiolini review:

During my time at the conference, I went to the I Fagiolini concert. It was interesting to

hear music powered by voice alone. The language barrier made following along and

understanding the songs a bit difficult. Also, I do not enjoy choral music that much myself. I

prefer electronic music. As I sat there getting a bit bored, I took some time to look around the

concert hall. I noticed just how nice it actually was. There was artwork everywhere and in the

dome on the ceiling, there were paintings of the flags of all the cities in Rhode Island. Overall, I

would say it was a positive experience.

Megan Cann

As a part of the conference, I attended both Verdi Requiem Thursday night and I

Fagiolini on Friday night. I loved both performances. What moved me the most about Verde's

Requiem was the powerfulness of their big sections, and the delicacy of their soft sections. This

group was so polished and practiced, that I could imagine myself listening to a recording. I

happened to sit towards the back of the mezzanine level, and even there I could hear the balance

of the movements. From the back, I could hear the piccolo clearly, and see how involved and

animated the percussionist's actions were. Not only was he so visually excited, but you could

also see him bending over and tuning to tympani as he played. I was very impressed. In one part

of the Requiem, there was a call and response of trumpets. There were three trumpet sessions,

one main section on stage, and two other sections in the right and left most corners of the

mezzanine balconies. The expert timing and stereophonic effect enthralled me. However, what made this show truly memorable was the audience. Because the audience comprised of musicians, no one clapped between movements. This allowed the piece to resonate before moving on to the next section.

Naveed Naeem

I attended the I Fagiolini concert that was held on Friday, February 17th. I had never heard of a group that were purely a set of vocalists with no background music whatsoever and was at first a bit intrigued by the prospect.

After I had sat down and acclimated myself I was ready for the concert to begin. The concert began and at first I was interested but for some reason I found myself dozing off every few minutes. I don't know if it was from sheer fatigue or boredom. I wasn't actually able to enjoy the first part of the concert. The music was better in the second half than prior to intermission but that may be because I was actually awake for itThe bright spot of the performance that actually piqued my interest was the performance of "El Fuego" because it wasn't just the members of the group just standing there singing.

Overall, I enjoyed the concert I wasn't expecting it to be somewhat like an opera but the performance was excellent. However, I was expecting more of a show with lighting and an orchestra possibly. I felt a little short-changed because the lack of showmanship and the fact that it was just 6 people on a stage that was too brightly lit and there was nothing else going on for the most part.

Shannon Ketcham

During the 2012 EACDA conference in Providence Rhode Island, I attended the I Fagiolini concert. This group performed a series of choral renaissance music in the Vets theater. I didn't know any of the music beforehand, but it was very interesting to listen to. There were a series songs from four different composers, all in different languages.

I enjoyed the concert, and had a fun time trying to translate the French songs as they were being sung. I didn't do a very good job, but it was interesting. What interested me most about the concert was the music itself. The story told by the music was quite beautiful.

Xiao Du

It's a great pleasure to be there for such a wonderful concert. I have never been to such a concert which has no instruments at all but vocal voice. Their voice sound so great. Although I don't understand most of the words they sang, but it still sounded beautiful. Their voices were all over the hall, and you could hear them clearly no matter where you were sitting. All the audiences were enjoying their singing.

It was amazing how euphonious they sounded. It didn't sound like a group of singers at all. If you close your eyes, their singings would bring you back to that scene and it would just appear right in front of your eyes. Music is described as the world language, and although I don't understand any Italian but I can still feel the sense in the song they were singing. That is the best concert I have ever had. I hope to have another one which I can at least understand some of the lyrics, so that I can be more into the scenes.

Yidi Zhang

The concert was amazing! They started with the madrigal pieces of Claudio Monteverdi who was the key musician in the transition from Renaissance style of music to that of the

Baroque period. I have ever heard his music pieces in my music history class. However, the

singers greatly impressed me by their beautiful voices and wonderful performances. Especially

the bass, Charles Gibbs did a great job with other singers. They were not only great singers but

also a great team as a whole. As a Chinese student, their dulset voices reminded me of the

ancient Chinese music concert I have ever heard in Xi'an (the capital city of the first ancient

dynasty in China).

It is a wonderful experience to sit in the splendid odeum and enjoy such a great concert

with so many great musicians from all over the country. I very much appreciate this kind of

concert in which common audiences can lean a brief history of music through enjoying a series

of music works.

Zaki Akhtar

I attended the Farewell Gala Buffet and Concert at the conclusion of the EACDA

conference. It was located at the Rhode Island State House and featured the performing choral

ensemble called 'syncopation!'. The group consisted of four members; two males and two

females. The concert was set up in a way that they performed in the center rotunda with

speakers set up around the lobby, so those eating and socializing could experience the sound too.

The group was very talented and it was obvious that they had been performing together for a

while because they had such great chemistry and the execution was very tight. They

complemented and worked off each other very well and it made for an attractive sound. Before

dinner was served, they drew a decent sized viewing audience. The only problem I saw was that

many of their songs sounded very similar and it sounded like they had performed one song in

particular, multiple times. However, the buffet itself was superb, diverse, and well rounded.

Together with the choral performance, the gala was an excellent way to close the book on this

year's conference.

M. Reading Session Surveys

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☑ 18-24   ☐ 25-40   ☐ 41-64   ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour   ☐ 1-3 hours   ☐ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☐ Men's Choirs
☐ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☑ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☐ Front right
☐ Back left   ☑ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   *the bigger one was better*   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon
it was hard to view 2 on my computer; a little too small

10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

overall, great experience :)

Comments? Please use the backside of this page.

The only thing I didn't like was the fact I couldn't write notes on the music. I feel like if I had an iPad it might be better, but I couldn't sketch on my PC.

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☐ Worship Easy-Advanced Literature

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☑ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

The only thing I wish was that I could make notes on the music on my computer as I was following along.

AMERICAN CHORAL DIRECTORS ASSOCIATION

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Comments? Please use the backside of this page.

Leslie Adler

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☐ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon
never experienced 2 pages so don't know what it'd be like

10. Would you support future paperless reading sessions?
☒ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

over →

AMERICAN
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☑ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

[handwritten signature: Alexandra ___]

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☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
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☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ 17 or younger   ☐ 18-24   ☒ 25-40   ☐ 41-64   ☐ 65 or older

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This was fine!

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Comments? Please use the backside of this page.

✓

DLSIKORA@gmail.com

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Comments? Please use the backside of this page.

I ACTUALLY USED MY IPAD?

(handwritten, top left) gf.bernon @yahoo.com

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☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☒ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☒ No opinion

Comments? Please use the backside of this page.

CMAQUE@comcast.
Net

Claudette
Macomber

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CHORAL
DIRECTORS
ASSOCIATION**

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon   two pages
Can't tell

10. Would you support future paperless reading sessions?

☑ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

Today I watched the music on my lap top. It made
all the difference! I can see that once
every one has I Pads Paperless will be the—

joanne @ joannehammil.com

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☐ Yes   ☑ No   ☐ No opinion

Comments? Please use the backside of this page.

on Comments : add a column for composer/arranger

I filled one out before

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n0 ☐ I prefer 1 page shown   n0 ☐ I prefer 2 pages shown   n0 ☐ No opinon

½ page
(like at any
big church)

10. Would you support future paperless reading sessions?

☒ Yes ☐ No ☐ No opinion

Joey Shortall

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☐ Yes   ☑ No   ☐ No opinion

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger ☐ 18-24 ☐ 25-40 ☑ 41-64 ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour ☐ 1-3 hours ☑ 3-5 hours ☐ 5-7 hours ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☐ Men's Choirs
☐ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☑ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☑ Front left   ☐ Front middle   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

A little distorted —

8. Rate the size of the screen used at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

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☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

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Should supply inside cover notes- Very helpful for understanding context —

great improvement of technology + use throughout conference

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Comments? Please use the backside of this page.

showard1@keene.edu

apiercemusic@yahoo.com

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Very Adequate *The big one* Adequate Not Adequate

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☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☑ No opinion

Comments? Please use the backside of this page.

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☒ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon
    or less!

10. Would you support future paperless reading sessions?

☒ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

Dr. Sheridan Ball
752 N. Orange St.
Orange, CA
92867

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☑ Yes   ☐ No   ☐ No opinion

But The people running Projectors have To Turn Pages more effectively

Sheridan J. Ball
SheridanJB@focmusic.org

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☑ Yes   ☐ No   ☐ No opinion

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☒ Yes   ☐ No   ☐ No opinion

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hemiola711 @ gmail.com

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Excellent   Fair   Poor

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10. Would you support future paperless reading sessions?
☐ Yes   ☒ No   ☐ No opinion
                     Only if not projected

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Excellent Some text = small Fair Poor

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Fred Ford ✓

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☐ Front left   ☑ Front middle   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music? *Better than I expected. I had been quite cynical.*
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

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☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☑ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   *depending on pud* Adequate   Not Legible
               Words tend to go first

8. Rate the size of the screen used at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time? *Depents on page turning. It was a bit slow.*
☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions? *Divided. More supportive than a day before.*
☐ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

The problem is finding and using later - don't have an I-Pad.

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☐ 18-24   ☐ 25-40   ☒ 41-64   ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour   ☐ 1-3 hours   ☒ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☐ Men's Choirs
☐ Community Chorus   ☒ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs ☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☐ Front right
☒ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?) iPad
☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1 ___
Excellent   I USED AN iPad   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☒ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☒ No opinion

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

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Excellent   Fair   Poor

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With great improvement,
Yes.

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EASTERN DIVISION

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Excellent   Fair   Poor

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10. Would you support future paperless reading sessions?

☑ Yes   ☐ No   ☐ No opinion

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gwboord@gmail.com

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Excellent   Fair   Poor

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☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

the page turners need to practice - or have a conductor with them to help out

afs2011@hotmail.com

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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Excellent   Fair   Poor

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9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☒ No   ☐ No opinion

✓ griffi42@students.rowan.edu
Brittany Griffith
58 Winterberry Ct
Glassboro NJ 08028

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☒ No   ☐ No opinion

WSPURR@aol.com

Wendell Scott Purrington

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
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☒ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5 ☐ 4 ☐ 3 ☒ 2 ☐ 1
Excellent Fair Poor

6. Rate the brightness of the screen at the reading session.

☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Bright Adequate Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5 ☐ 4 ☐ 3 ☒ 2 ☐ 1
Very Legible Adequate Not Legible

8. Rate the size of the screen used at the reading session.

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Very Adequate Adequate Not Adequate

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☒ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?

☐ Yes ☐ No ☐ No opinion

AMERICAN CHORAL DIRECTORS ASSOCIATION

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Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

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Very Bright   Adequate   Not Bright

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☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

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☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☑ Yes   ☐ No   ☐ No opinion

✓

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5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☐ 4   ☐ 3   ☑ 2 *Frustrating, somewhat*   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☐ 3   ☑ 2 *unfocused @ bottom 1/3*   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.

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Very Adequate   Adequate   Not Adequate

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10. Would you support future paperless reading sessions?

☐ Yes   ? ☑ No *Not enjoyable today (as glad as hoped)*   ☐ No opinion

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Comments? Please use the backside of this page.

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☒ 5　　　　☐ 4　　　　☐ 3　　　　☐ 2　　　　☐ 1
Excellent　　　　　　　　Fair　　　　　　　　　　Poor

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Very Adequate　　　　　Adequate　　　　　　　Not Adequate

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☒ Yes　　　　　　　☐ No　　　　　　　☐ No opinion

✓

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☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☒ Women's Choir Easy-Advanced
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☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Excellent   Fair   Poor

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☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

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☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Need to work on resolution

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ 17 or younger   ☐ 18-24   ☐ 25-40   ☒ 41-64   ☐ 65 or older

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Comments? Please use the backside of this page.
Enter for a chance to win an iPod Touch below!

E-mail Address (this will be kept confidential): _Wnaydan@comcast.net_

Sonja Pryor
62 little Neck Rd
Ipswich MA
01938
(978) 356-4713

Sunspark2@Verizon.com

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levim
@ strose.edu

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robin@robinsonmcclellan.com

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Dr. Sheridan Ball
sheridanjb@gmail.com
714 292-3509

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Contemporary session - too Much talking/Not Enough Reading

Don St. Jean
Salve Regina.

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Tianxu Zhou   tzhou@umassd.edu

✓

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If done differently

Comments? Please use the backside of this page.

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EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?

☐ 17 or younger　　☐ 18-24　　☒ 25-40　　☐ 41-64　　☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?

☐ Less than 1 hour　　☒ 1-3 hours　　☐ 3-5 hours　　☐ 5-7 hours　　☐ More than 7 hours

3. Which reading session at this conference did you just attend?

☐ Advanced SATB Collegiate　　☐ Men's Choirs
☐ Community Chorus　　☐ Standard Choral Treasures
☒ Contemporary Literature　　☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs　　☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs　　☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?

☐ Front left　　☐ Front middle　　☒ Front right
☐ Back left　　☐ Back middle　　☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5　　☐ 4　　☐ 3　　☒ 2　　☐ 1
Excellent　　　　Fair　　　　　　　　Poor

6. Rate the brightness of the screen at the reading session.

☐ 5　　☐ 4　　☒ 3　　☐ 2　　☐ 1
Very Bright　　　　Adequate　　　　　Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5　　☐ 4　　☐ 3　　☒ 2　　☐ 1
Very Legible　　　　Adequate　　　　Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5　　☐ 4　　☒ 3　　☐ 2　　☐ 1
Very Adequate　　　Adequate　　　　Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☒ I prefer 1 page shown　　☐ I prefer 2 pages shown　　☐ No opinon

10. Would you support future paperless reading sessions?

☐ Yes　　☒ No　　☐ No opinion

hard to see - pg. turner can't turn at a rate that all want individually

rehbach
@middlebury.edu

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

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Reading Session Questionnaire

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So I can read it!

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megll@nder.edu

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☒ 5 (wore sun glasses) ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

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✓

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Well, I couldn't see a thing, but it is good to save paper.

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Excellent   Fair   Poor

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    ABSOLUTELY !

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☐ 5   ☐ 4   ☒ 3   ☐ 2   ☒ 1   screen
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10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

Olin Johannessen
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K12.nh.us

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Megan Harlow
choralharlow@
gmail.com

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much better than yesterday

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Today was so much better than yesterday.

Katie Bemis
alias29@hotmail.com ✓

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It would just be nice is copies were available there even for purchase

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Very Bright   Adequate   Not Bright

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☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

gvmorgan @ temple.edu

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☒ 18-24   ☐ 25-40   ☐ 41-64   ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour   ☐ 1-3 hours   ☒ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate
☐ Community Chorus
☐ Contemporary Literature
☐ Easy-Moderate High School Choirs
☐ Elementary Choir-Boychoirs
☐ Junior High and Middle School Choirs
☐ Men's Choirs
☐ Standard Choral Treasures
☒ Vocal Jazz Choir
☐ Women's Choir Easy-Advanced
☐ Worship Easy-Advanced Literature

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☐ Front right
☒ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

AMERICAN
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ACDA Eastern Division Conference 2012
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☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☑ Junior High and Middle School Choirs

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☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

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☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☐ No opinion

jury
is still
out

Comments? Please use the backside of this page.

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☑ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?

☐ Front left   ☐ Front (middle)   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Legible   Adequate   Not Legible
↳ fuzzy
out of focus

8. Rate the size of the screen used at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☑ No opinon

10. Would you support future paperless reading sessions?

☑ Yes   ☐ No   ☐ No opinion

↳ if we were sent the thumb drive ahead of time or emailed a download link so we could have it on our tablet when we arrive. Hotel charges $10/day for internet, so no way to transfer from drive to tablet, here.

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☒ Elementary Choir-Boychoirs ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left ☒ Front middle ☐ Front right
☐ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Excellent Fair I would go BUY copies that I like. Poor

6. Rate the brightness of the screen at the reading session.
☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Very Bright Adequate Not Bright

It was still okay with the lights on.

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Legible Adequate Got fuzzy in the middle of screen Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Adequate Adequate Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown ☒ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes I like not having to take home a ton of music. ☐ No ☐ No opinion

if it improved, page turns, focus, wish pages moved horizontally & not vertically.

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☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

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☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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Very Adequate   Adequate   Not Adequate

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☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

1 system or scrolling horizontally

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☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

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☒ Front left   ☐ Front middle   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
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Very Legible   Adequate   Not Legible

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Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☒ No opinion

Dr. Sheridan Ball
714-292-3509
SheridanJB@focmusic.org

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ Elementary Choir-Boychoirs ☑ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left ☐ Front middle ☑ Front right
☐ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5 ☑ 4 ☐ 3 ☐ 2 ☐ 1
Excellent Fair Poor

6. Rate the brightness of the screen at the reading session.
☐ 5 ☐ 4 ☑ 3 ☐ 2 ☐ 1
Very Bright Adequate Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5 ☐ 4 ☑ 3 ☐ 2 ☐ 1
Very Legible Adequate Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5 ☐ 4 ☑ 3 ☐ 2 ☐ 1
Very Adequate Adequate Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown ☑ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?
☑ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ Community Chorus   ☒ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?

☒ Front left ☐ Front middle ☐ Front right
☐ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5 ☐ 4 ☐ 3 ☒ 2 ☐ 1
Excellent | | Fair | | Poor

6. Rate the brightness of the screen at the reading session.

☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Bright | | Adequate | | Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5 ☐ 4 ☐ 3 ☒ 2 ☐ 1
Very Legible | | Adequate | *Could need notes but not music* | Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Adequate | | Adequate | | Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown ☒ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes ☐ No ☐ No opinion

↳ If it could be improved, I like having pdfs of all the music. Page turning not smooth.

Rosemarie
Richard
rrichard@
norwich.edu

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EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☐ Front right
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5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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Very Adequate   Adequate   Not Adequate

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☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

AMERICAN
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Mike
San Hippo

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☑ Junior High and Middle School Choirs

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☐ Back left ☐ Back middle ☑ Back right

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Excellent Fair Poor

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Very Bright Adequate Not Bright

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☑ Yes ☐ No ☐ No opinion

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EASTERN DIVISION

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Reading Session Questionnaire

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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☐ Yes   ☒ No   ☐ No opinion

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Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

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Very Bright   Adequate   Not Bright

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Very Adequate   Adequate   Not Adequate

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☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

Harold Falconer

ha.falconer@aol.com

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

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Reading Session Questionnaire

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5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

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☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

But - pages should be turned
by good sight readers

✓

Handwritten: Harold Falconer
hafalconer@aol.com

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☐ Community Chorus
☒ Contemporary Literature
☐ Easy-Moderate High School Choirs
☐ Elementary Choir-Boychoirs
☐ Junior High and Middle School Choirs
☐ Men's Choirs
☐ Standard Choral Treasures
☐ Vocal Jazz Choir
☐ Women's Choir Easy-Advanced
☐ Worship Easy-Advanced Literature

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☒ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Handwritten: Yes - but pages should be turned by good sight readers

AMERICAN
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EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger ☐ 18-24 ☐ 25-40 ☐ 41-64 ☑ 65 or older

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☐ Less than 1 hour ☑ 1-3 hours ☐ 3-5 hours ☐ 5-7 hours ☐ More than 7 hours

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Very Bright   Adequate   Not Bright

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Very Adequate   Adequate   Not Adequate

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☑ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

Good move. Save some trees!

AMERICAN CHORAL DIRECTORS ASSOCIATION

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Excellent   Fair   Poor

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Comments? Please use the backside of this page.

Michael Spaziani — The Hartt School

Rosemarie Richard

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Very Bright Adequate Not Bright

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Very Legible Adequate Not Legible

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Very Adequate   Adequate   Not Adequate

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10. Would you support future paperless reading sessions?

☑ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

APR457@GMAIL.COM

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☒ Yes ☐ No ☐ No opinion

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☒ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☒ No opinion

Comments? Please use the backside of this page.

(over)

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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4. In what section of the room of the reading session were you seated?
☐ Front left　　☐ Front middle　　☐ Front right
☐ Back left　　☐ Back middle　　☑ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5　　　　☐ 4　　　　☑ 3　　　　☐ 2　　　　☐ 1
Excellent　　　　　　　　Fair　　　　　　　　　　Poor

6. Rate the brightness of the screen at the reading session.
☐ 5　　　　☐ 4　　　　☑ 3　　　　☐ 2　　　　☐ 1
Very Bright　　　　　　　Adequate　　　　　　　Not Bright

can't see text.

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5　　　　☐ 4　　　　☐ 3　　　　☑ 2　　　　☐ 1
Very Legible　　　　　　Adequate　　　　　　　Not Legible

8. Rate the size of the screen used at the reading session. *(larger than other)*
☐ 5　　　　☐ 4　　　　☑ 3　　　　☐ 2　　　　☐ 1
Very Adequate　　　　　Adequate　　　　　　　Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☑ I prefer 1 page shown　　☐ I prefer 2 pages shown　　☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes　　　　　　☑ No　　　　　　☐ No opinion

Comments? Please use the backside of this page.

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☑ Front left *tried both* ☐ Front middle ☐ Front right
☑ Back left ☐ Back middle ☐ Back right

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☐ 5 ☐ 4 ☐ 3 ☐ 2 ☑ 1
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Very Bright Adequate Not Bright

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☐ Yes ☑ No ☐ No opinion

Comments? Please use the backside of this page.

I want to like the paperless format, but between graduated lenses & dry eye problems (made worse by staring at screen) very uncomfortable.

I would not attend another session like this, even tho the music was interesting.

Harold Falconer
hafalconer@aol.com

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☒ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

Harder *[handwritten: ...]* it to see the hole in half notes

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10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

PIANIST DID VERY WELL IN SPITE OF THE LAST MINUTE SUB

JMORAN@JAMESTMORAN.COM

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EASTERN DIVISION

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4. In what section of the room of the reading session were you seated?
☒ Front left - most of the session   ☐ Front middle   ☒ Front right - then moved!
☐ Back left   ☐ Back middle   ☐ Back right

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Excellent   Fair   Poor

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10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

I love not having to carry packets of music around.
Thanks also for the sheet where I can write comments.
Nice to not have to store so much music at home!
Great idea!

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Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?

☐ 17 or younger   ☐ 18-24   ☒ 25-40   ☐ 41-64   ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?

☐ Less than 1 hour   ☒ 1-3 hours   ☐ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?

☐ Advanced SATB Collegiate   ☐ Men's Choirs
☐ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☒ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?

☐ Front left   ☐ Front middle   ☒ Front right
☒ Back left   *moved*   ☐ Back middle   →   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☒ 4   →   ☒ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☒ 3   →   ☒ 2   ☐ 1
Very Legible   Adequate   Not Legible

½ screen blurry

8. Rate the size of the screen used at the reading session.

☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☒ No opinon

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

Need composer info on handouts + perhaps text/background into

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Reading Session Questionnaire

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Very Bright Adequate Not Bright

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Very Legible Adequate Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Adequate Adequate Not Adequate

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☒ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes ☐ No ☐ No opinion

If the PDF could be clearer. Lines were difficult to distinguish, and my neck hurts, Throat + Jaw position was unnatural as a singer. :)

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Excellent Fair Poor

6. Rate the brightness of the screen at the reading session.

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Very Bright Adequate Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

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Very Legible Adequate Not Legible

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Very Adequate Adequate Not Adequate

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☐ Back left   ☐ Back middle   ☐ Back right

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☑ No   ☐ No opinion

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☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Legible   Adequate   *top of screen was good / bottom fuzzy*   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   *Projection could be larger*   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon
if they could be the same size as 1

10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion
with projection improvement

I understand + support the reasoning, but it was difficult to read.

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☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

I'll just get new glasses!

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☐ 2   (1.5)   ☑ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☑ No   ☐ No opinion

If you could work the bugs out maybe

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☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
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Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☒ No   ☐ No opinion

WENDELL Scott Purrington

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Excellent Fair Poor

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☐ 5 ☒ 4 ☒ 3 ☐ 2 ☐ 1
Very Bright Adequate Not Bright

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Very Legible Adequate Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Very Adequate Adequate Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown ☐ I prefer 2 pages shown ☒ No opinon

10. Would you support future paperless reading sessions?
☒ Yes ☐ No ☐ No opinion

Tall people in front probblem

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☐ Junior High and Middle School Choirs

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☐ Front left ☒ Front middle ☐ Front right
☐ Back left ☐ Back middle ☐ Back right

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☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Excellent Fair Poor

6. Rate the brightness of the screen at the reading session.
☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Bright Adequate Not Bright

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Very Legible Adequate Not Legible

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Very Adequate Adequate Not Adequate

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☐ I prefer 1 page shown ☐ I prefer 2 pages shown ☒ No opinon

10. Would you support future paperless reading sessions?
☐ Yes ☒ No ☐ No opinion

Pam Goody

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☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

Cathy was excellent!

4. In what section of the room of the reading session were you seated?
☐ Front left   ☒ Front middle   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

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☐ 5   ☐ 4   ☐ 3   ☐ 2   ☒ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Bright   Adequate   Not Bright

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☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☐ 3   ☐ 2   ☒ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☒ No   ☐ No opinion

Reading music on a screen is very taxing on the eyes. I have a headache from straining.

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Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

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☑ Yes   ☐ No   ☐ No opinion

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☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☒ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?

☐ Front left   ☐ Front middle   ☒ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

a work in progress. We'll get used to it!

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

Piano needs a Light!!

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Legible   Adequate   *screen was too small*   Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

if possible

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

This will be ok eventually! Good first attempt! Keep up the tweeking! Have a good music reader turn pages... early enough!

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☑ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☑ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☑ Front left   ☐ Front middle   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☐ 3   ☐ 2   ☑ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☑ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☑ No   ☐ No opinion

The words are too blurry - the space between notes + words are so far that I couldn't sing most of the words →

Wendy Silverberg

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☐ 18-24   ☐ 25-40   ☒ 41-64   ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour   ☒ 1-3 hours   ☐ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☐ Men's Choirs
☐ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
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Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☒ 2   ☐ 1
Very Legible   Adequate   blurry   Not Legible

8. Rate the size of the screen used at the reading session.
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Very Adequate   Adequate   Not Adequate

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my eyes are exhausted

AMERICAN CHORAL DIRECTORS ASSOCIATION

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Comments? Please use the backside of this page.

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Richard Tinsley
420 sycamore Ave
Egg harbor township, NJ
082341
Tinsle59@students. Rowan.
Edu

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Kathleen Hayes
Kathhayes@aol.com

AMERICAN CHORAL DIRECTORS ASSOCIATION

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NB
I love having a hard copy to refer back to - programing often happens during the summer. I'll never remember music titles.

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✓

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☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

Thanks for going green

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Very Bright   Adequate   Not Bright

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AMERICAN
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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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☐ 5   ☐ 4   ☐ 3   ☐ 2 ✓   ☐ 1
Very Legible   Adequate   Not Legible

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☐ Yes   ☐ No   ☐ No opinion

Worse session ever, awful page turn, awful time management

handwritten top right: levim @strose.edu

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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☑ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

Joseph Baker — Harret school

✓

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☐ 5 ☐ 4 ☒ 3 *he turned too early – wanted to read piano interludes* ☐ 2 ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5 ☐ 4 ☐ 3 ☒ 2 ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5 ☐ 4 ☐ 3 ☒ 2 *not real clear* ☐ 1
Very Legible   Adequate   Not Legible

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Very glad The hard copy sheet listing The songs was provided This time

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T.Martin@ sand 9.org ✓

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2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour   ☐ 1-3 hours   ☒ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate
☐ Community Chorus
☐ Contemporary Literature
☒ Easy-Moderate High School Choirs
☐ Elementary Choir-Boychoirs
☐ Junior High and Middle School Choirs
☐ Men's Choirs
☐ Standard Choral Treasures
☐ Vocal Jazz Choir
☐ Women's Choir Easy-Advanced
☐ Worship Easy-Advanced Literature

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☐ Front right
☒ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   *3.5*   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   *4.5*   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

✓Dr. Sheridan Ball
sheridanjb@gmail.com
715-292-3509

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger ☐ 18-24 ☐ 25-40 ☑ 41-64 ☐ 65 or older

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☑ Contemporary Literature ☑ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs ☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left ☐ Front middle ☑ Front right
☐ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5 ☑ 4 ☐ 3 ☐ 2 ☐ 1
Excellent   Jazz session   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5 ☐ 4 ☑ 3 ☐ 2 ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5 ☐ 4 ☑ 3 ☐ 2 ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5 ☐ 4 ☑ 3 ☐ 2 ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown ☑ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?
☑ Yes ☐ No ☐ No opinion

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☐ Junior High and Middle School Choirs

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5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☒ 4 *better than last. Page turners are improving*   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time? *as it's small*
☐ I prefer 1 page shown   ☒ I prefer 2 pages shown *as long not too*   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

prodgers@killingly schools.org

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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Very Adequate   Adequate   Not Adequate

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☒ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☒ Yes   ☐ No   ☐ No opinion

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☐ Back left   ☐ Back middle   ☐ Back right

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☑ Yes   ☐ No   ☐ No opinion

✓

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Olin johannessen
olinjohannessen@me.com

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Reading Session Questionnaire

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☐ Vocal Jazz Choir
☐ Women's Choir Easy-Advanced
☐ Worship Easy-Advanced Literature

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☐ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Excellent Fair Poor

6. Rate the brightness of the screen at the reading session.
☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Very Bright Adequate Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Very Legible Adequate Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Very Adequate Adequate Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown ☐ I prefer 2 pages shown ☒ No opinon

10. Would you support future paperless reading sessions?
☒ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

Rosemarie Richard

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☐ Back left   ☐ Back middle   ☒ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.

☒ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

Drew Albert

Drewrobertalbert@gmail.com

AMERICAN CHORAL DIRECTORS ASSOCIATION

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ Back left   ☐ Back middle   ☑ Back right

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon
ideally half page

10. Would you support future paperless reading sessions?
☐ Yes   ☑ No   ☐ No opinion

TMartin @ sau29.org

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Reading Session Questionnaire

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☒ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☒ 5   ☐ 4   ☐ 3   ☐ 2   ☒ 1
Very Legible   VARIED   Adequate   Not Legible

8. Rate the size of the screen used at the reading session. 10x10 good

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

— 816th —

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

AMERICAN CHORAL DIRECTORS ASSOCIATION

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☐ Back left   ☐ Back middle   ☐ Back right

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

too high raised'chin – fatigue to look up high

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

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Very Adequate   Adequate   Not Adequate

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☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☑ Yes   ☐ No   ☐ No opinion

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Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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Very Adequate   Adequate   Not Adequate

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☑ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon

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☑ Yes ☐ No ☐ No opinion

Dan Kennes

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☐ 5   ☐ 4   ☐ 3   ☑ 2   ☐ 1
Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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Very Legible   Adequate   Not Legible

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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☑ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☑ No opinion

Harold Falconer

Harold Falconer

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☐ Front left ☐ Front middle ☒ Front right
☐ Back left ☐ Back middle ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☒ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5 ☒ 4 ☐ 3 ☐ 2 ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5 ☐ 4 ☒ 3 ☐ 2 ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☒ I prefer 1 page shown ☐ I prefer 2 pages shown ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes ☐ No ☐ No opinion

☒ need to turn pages ahead of time —
(no later than middle of last measure)

Diane Cushing
dcushing@keene.eda

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☐ 18-24   ☐ 25-40   ☑ 41-64   ☐ 65 or older

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☐ Less than 1 hour   ☑ 1-3 hours   ☐ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☐ Men's Choirs
☑ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs ☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

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☑ Front left   ☐ Front middle   ☐ Front right
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☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

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☑ Yes   ☐ No   ☐ No opinion

MARK DOERRIES
markdoerries@gmail.com

AMERICAN CHORAL DIRECTORS ASSOCIATION

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Michael
Lister
lsterm@strose.edu

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Ryan Tibbetts
ryan.tibbetts@gmail.com

AMERICAN CHORAL DIRECTORS ASSOCIATION

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comment on back

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☑ Yes ☐ No ☐ No opinion

Comments? Please use the backside of this page.

just need to make sure that screen advancers are up to the task

USPURK
@aol.com

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

lanierkeosaian @ optonline.net

**AMERICAN
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ACDA Eastern Division Conference 2012
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having no caused Vocal stress

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With improvements

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Comments? Please use the backside of this page.

vminer@rochester.rr.com

lister@strose.edu
Michael Lister

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☐ Front left   ☒ Front middle   ☐ Front right
☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?

☐ 5   ☒ 4   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.

☐ 5   ☐ 4   ☒ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☐ I prefer 1 page shown   ☒ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

Gregory Flower

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EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger ☑ 18-24 ☐ 25-40 ☐ 41-64 ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour ☑ 1-3 hours ☐ 3-5 hours ☐ 5-7 hours ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☑ Men's Choirs
☐ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs   ☐ Women's Choir Easy-Advanced
☐ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

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Excellent   Fair   Poor

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10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☐ 18-24   ☐ 25-40   ☐ 41-64 (circled)   ☐ 65 or older

2. In a typical day, how many hours do you spend on a computer?
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☐ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4 (circled)   ☐ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

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Very Bright   Adequate   Not Bright

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☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

vcmoen@ norwood.k12.ma.us

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Reading Session Questionnaire

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10. Would you support future paperless reading sessions?
☑ Yes   ☐ No   ☐ No opinion

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LOVE the flashdrive idea

AMERICAN CHORAL DIRECTORS ASSOCIATION

Megan Ankuda
612-396-7845

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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Very Legible   Adequate   Not Legible

couldn't read the print

8. Rate the size of the screen used at the reading session.

☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

It was big enough

9. Would you prefer presentations showing one or two pages of sheet music at a time?

☑ I prefer 1 page shown   ☐ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?

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✓

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☒ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

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Reading Session Questionnaire

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☑ Yes   ☐ No   ☐ No opinion

Comments? Please use the backside of this page.

Alexis Ford

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ACDA Eastern Division Conference 2012
Reading Session Questionnaire

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☐ Yes   ☐ No   ☒ No opinion

The people turning pages were having a lot of trouble following the music.

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Excellent   Fair   Poor

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☒ Yes   ☐ No   ☐ No opinion

It's Still a developing concept, a bit blurry.

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but I could have moved to see better :)

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☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

depends on the size visable

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☑ No opinion

did not like being in a dark room & unable to flip through the music. Also need composer on the music list

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2. In a typical day, how many hours do you spend on a computer?
☐ Less than 1 hour   ☐ 1-3 hours   ☑ 3-5 hours   ☐ 5-7 hours   ☐ More than 7 hours

3. Which reading session at this conference did you just attend?
☐ Advanced SATB Collegiate   ☐ Men's Choirs
☐ Community Chorus   ☐ Standard Choral Treasures
☐ Contemporary Literature   ☐ Vocal Jazz Choir
☐ Easy-Moderate High School Choirs ☐ Women's Choir Easy-Advanced
☑ Elementary Choir-Boychoirs   ☐ Worship Easy-Advanced Literature
☐ Junior High and Middle School Choirs

4. In what section of the room of the reading session were you seated?
☐ Front left   ☐ Front middle   ☐ Front right
☑ Back left   ☐ Back middle   ☐ Back right

5. How would you rate your overall experience at the reading session with projected sheet music?
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Excellent   Fair   Poor

6. Rate the brightness of the screen at the reading session.
☐ 5   ☐ 4   ☑ 3   ☐ 2   ☐ 1
Very Bright   Adequate   Not Bright

7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.
☐ 5   ☐ 4   ☐ 3   ✓   ☐ 2   ☐ 1
Very Legible   Adequate   Not Legible

8. Rate the size of the screen used at the reading session.
☐ 5   ☑ 4   ☐ 3   ☐ 2   ☐ 1
Very Adequate   Adequate   Not Adequate

9. Would you prefer presentations showing one or two pages of sheet music at a time?
☐ I prefer 1 page shown   ☑ I prefer 2 pages shown   ☐ No opinon

10. Would you support future paperless reading sessions?
☐ Yes   ☐ No   ☐ No opinion

hmm will go to another!

Naomi Schick

AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012
Reading Session Questionnaire

1. Which category below includes your age?
☐ 17 or younger   ☐ 18-24   ☐ 25-40   ☑ 41-64   ☐ 65 or older

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N. Final Presentations

Load-In and Load-out

Ricardo Bonhomme - Management Engineering'13,
Anthony Dolphin - Management Engineering'13,
Julie Eagle - Mechanical Engineering '13,
Jameel Galloway - Management Engineering'13,
Mario Reed - Civil Engineering'13

Advised by Professor John F. Delorey

Sponsored by The American Choral Director's Association and,
President of the ACDA, Dr. Robert Eaton

Introduction

- Annual IQP by Professor Delorey
- Objectives:
  - Create USB Drive
  - Project choral music for audiences
  - Obtain feedback through surveys
- Our Team Objective:
  - All equipment sent to and returned from Providence

2

Background and Research

Past IQP papers were read and the following equipment problems were discovered:

- Packing up the equipment was disorganized
- No record of what was packed
- Items were misplaced
- Items were packed in the wrong places

3

Preparation

o Make a List
  - Think through the process
  - Play it safe

o Determine How to Procure Items
  - Schedule dates to borrow
  - Determine budget for buying

Collect and Store

Several days before the event:
- Pick up all materials
- Practice setting up
- Make a detailed list
- Store all equipment in a secure area until departure
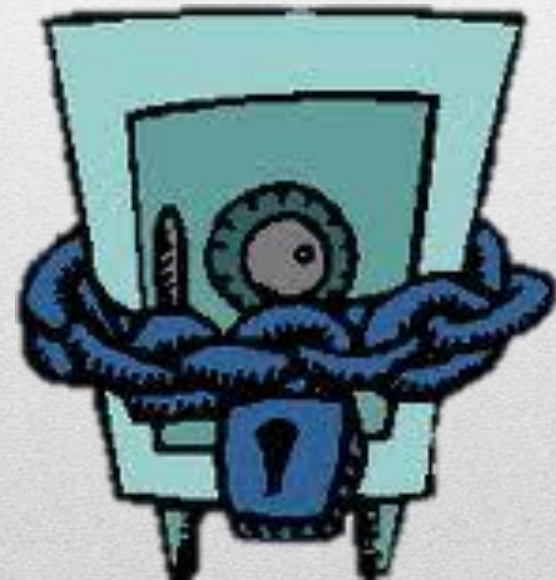
Transport Safely

Categorize Items by Concern:

o Group Papers

- Use a bag or box that protects papers

o Group Cords

- Use a box and arrange by weight and delicacy

o Large and Delicate Items

- Keep track of and protect items that cannot be packed

Papers

o Like documents together

o Ensure brochures will not be damaged

- Admissions Material
- Music Brochures
- Give Away Items
- Posters
- Clipboards
  - Should protect papers and posters
- Boxes of Pencils

7

Cord Box

Disconnect - Neatly Coil – Group by Type:

o Extension Cords

o Power Cords

o VGA Cables

o Ethernet Cables

o Power Strip

8

Additional Items

Place the Following on Top of Cords:

o Computer Mice

o Keyboards

o Switches

o Mini Display Key

Individual Items

Large or Delicate Items are Packed Separately:

o Laptops
o Projectors
o Desktop Computers
o Large Banner
o Printer

10

Inventory

Reminders:
- Every Item Accounted for Every Time
- Account for Shifting
- Always Coil Cords

Conclusion

o Success this year:
- All necessary equipment was procured
- Sent and returned

o Foreseeable complications:
- Airtravel
  - No items can be out of boxes
  - Boxes will be handled roughly
  - Plan for lost baggage

12

Questions?

Thank you.

USB Preparation Outline

- USB and PDF Background
- Requirements
- Music Gathering
- Obtaining a quote
- Music Upload

Introduction

1

USB Background

- USB - Universal Serial Bus
- Developed in mid 90's
- Standardized computer connection
- Used for storage devices
- Supported by many operating systems
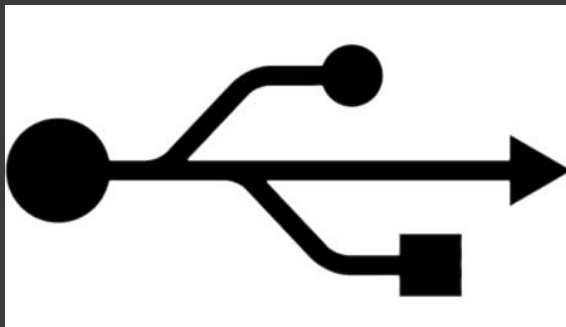
Background

PDF Background

- PDF–Portable Document Format
- Developed in mid 90's
- More than just text
  - Hyperlinks
  - Videos
  - Etc.
- Print Disabling
- Size from 15KB-250KB

Requirements

- 1GB storage
- 1200 drives
- Preloaded data
- Double sided printing
- Production time

AMERICAN CHORAL DIRECTORS ASSOCIATION

USB File Gathering

1. Obtain hard copies and PDF's
2. Sort into reading sessions
3. Find missing pieces
4. Acquire the missing pieces
5. Cross reference with hard copies
6. Organize all of the music and conference documents on Dropbox

Methodology

How to Find a Quote

1. Assign each person to find one quote

   3-4 people per team, 4 teams total, about 16 quotes

2. Search online for large scale production USB drive companies

3. Contact company via email or phone

4. Talk to service representative directly on phone

5. Ask for sample USB drives if possible

USB Folder Upload

- Download folder from Dropbox

- Rename folder for company convenience

- Upload to Premium USB ftp server

  - Time consuming

- Contact representative

Conclusion

References

PDF reference(2006). (Sixth ed.) Adobe® Systems Incorporated.

Universal serial bus. Retrieved 11/13, 2011,from http://www.siliconimaging.com/universal_serial_bus.htm

Questions?

Towards a Paperless Choral Classroom

Suggestions for Future Choral Conferences

IQP Team 3

Shannon Ketcham '13, ECE

Gabriel Stern-Robbins '13, IMGD

Alexander Tran '13, ECE

John F. Delorey, advisor

Sponsor – American Choral Directors Association

Dr. Robert Eaton, president

Overview

- Suggestions for projecting at reading sessions
- Suggestions on improving the technology booth

Methodology

- Reading Sessions
  - Screen Size
  - Page Turning
  - iPads and Laptops

Methodology

- Technology Booth
  - Kiosks
  - Printing
  - Information

Conclusion

Suggestions for Projecting Reading Sessions
- Using larger screens
- Having enlarged PDFs
- Renting and lending iPads
- Using brighter projectors

Page Turning Example

Conclusion

Suggestions for Improving the Technology Booth

- Location, location, location
- Wireless hotspot
- Raffle tickets

References

Beatus vir. Retrieved 2/26, 2012, from
http://www3.cpdl.org/wiki/index.php/Beatus_vir_(Wolfgang_Amadeus_Mozart)

Questions?

Dropbox As An Information Transport

Team 6 – Xiao Du, Computer Science '13
Naveed Naeem, Electrical and Computer Engineering '13
David Rollé, Computer Science '12

Faculty Advisor: John Delorey

Sponsored By: Eastern American Choral Director's Association, Dr. Robert Eaton, President
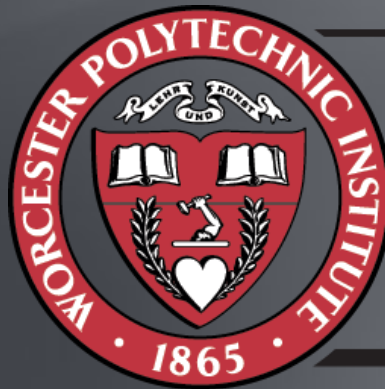
Contents

- Original Software
- Dropbox – What is it?
- How To Sign Up
- Create An Account
- Installing Dropbox
- Using Dropbox
- Security of Dropbox

Original Software

➢ SharePoint
- No folders
- No extensive file manipulation
- Upload difficult
- Modifications impossible
- Could only be accessed by WPI Students
- and Faculty
- Could not be organized easily
- Difficult to understand "views"

➢ Ultimately incoherent and difficult to use

➢ Alternative needed

Dropbox – What Is It?

➤ Used for the dissemination of information over the internet

➤ Cloud-based storage, instantaneous sync with shared folders

➤ Private and Public options

➤ Data Backup
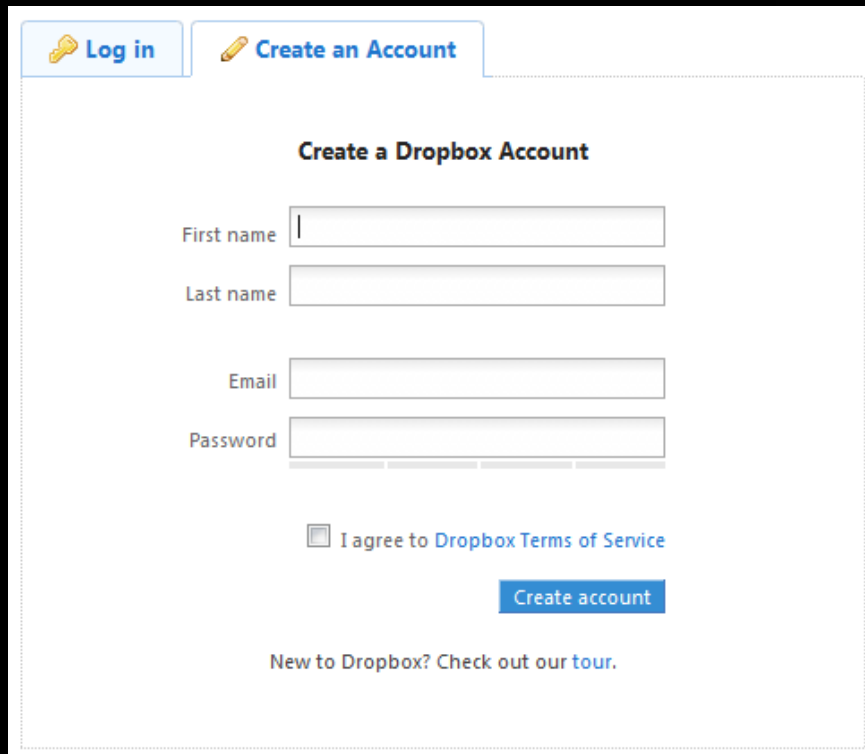
How To Sign Up

➢ Go to www.dropbox.com

➢ Click "Log in"

➢ Create an Account
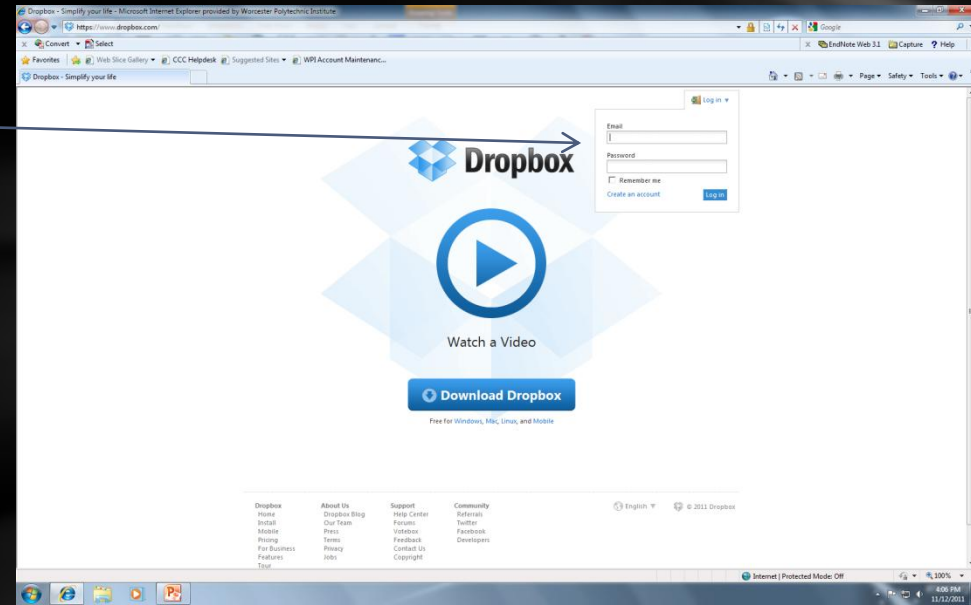
Create an Account

- ➤ Fill in fields
- ➤ Email sent
  - Accept email
- ➤ Finished!

Installing Dropbox

➢ Dropbox Homepage link

➢ Download Installer

➢ Automatic Installation

➢ Auto-Launches on completion

➢ Input User account

➢ Dropbox configured!

Using Dropbox

- ➤ Folders Created and Shared
  - Easy allocation of resources

- ➤ Files Stored
  - Music PDFs
  - Datasheets

- ➤ Manipulation of Files
  - Rename
  - Move
  - Copy

- ➤ Final Paper Collation
  - Created smaller files and crafted final paper from these
  - Accessed from several locations at the same time

Security of Dropbox

➢ Modern encryption for both storage and transfer
  - Secure Sockets Layer (SSL) and AES-256 bit encryption for data transfer

➢ Website and Client software hardened against attackers

➢ Public files only viewable with link

➢ Public folders not browsable or searchable

➢ Uses Amazon Simple Security Storage (S^3)

Conclusion

➢ Simple use and setup

➢ Very secure and functional

➢ Easy to coordinate many people

➢ Superior method of data transfer

➢ Allowed for conference files to be accessible and organized

Questions?