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Towards a Paperless Choral Classroom

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Running head: TOWARDS A PAPERLESS CHORAL CLASSROOM

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 Dr. Robert Eaton, president

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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

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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.

TOWARDS A PAPERLESS CHORAL CLASSROOM

	Welcome Na	eem, Naveed A 🔹 My Site My Links 🔹	1 🕜
Towards a Paperless Choral Classroom	1	My SharePoint Sites Quickly access sites where you are a member.	arch
s and student organizations to provide an		Add to My Links Add this page or any other to your Links list. Manage Links Reorganize or delete items in your Links list.	
	Top Sit	es	

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.

TOWARDS A PAPERLESS CHORAL CLASSROOM

ards a Paperless Chor							Trefeor	ic nacciny naveo	d A 🔻 My Site My Links
WPI Tow	ards a	Paperless Choral Classroom					This List: Document	s 👻	
ne									
		rds a Paperless Choral Classroom > Documents							
	Doc	cuments							
w All Site Content	New	Upload Actions							View: All Documents
tures	Type	Name	Modified	Modified By	Ochecked Out To	Version	File Size	Group-	Doc Type
ctures	1	Assignment 1. brandon	9/19/2011 1:01 PM	Brandon, Daniel Paul		0.1	109 KB	Group 2	
uments	1	Assignment 1.Bonhomme	10/4/2011 2:00 PM	Cann, Megan Elizabeth		0.2	22 KB	Group 1	Assignments
ocuments	1	Assignment 1.Cubano	10/3/2011 2:03 AM	Cubano, Brittany A		0.1	19 KB	Group 6	Assignments
iki Library	•	Assignment 2.Bonhomme	10/4/2011 1:59 PM	Cann, Megan Elizabeth		0.2	32 KB	Group 1	Assignments
ide Library	1	Assignment 2.brandon	9/26/2011 5:04 PM	Brandon, Daniel Paul		0.1	112 KB	Group 2	Assignments
s	•	Assignment 4-Group 1	10/10/2011 5:12 PM	Reed, Mario Duane Edward		0.1	87 KB	Group 1	Assignments
alendar		Assignment1. Dolphin	10/3/2011 4:26 PM	Dolphin, Anthony Francis		0.1	16 KB	Group 1	Assignments
asks		Assignment1.akhtar	9/12/2011 10:54 PM	Akhtar, Zaki Siraj		0.1	28 KB	Group 2	
hared Contacts	1	assignment1.cann	10/4/2011 11:09 PM	Cann, Megan Elizabeth		0.1	20 KB	Group 5	Assignments
ussions	9	Assignment1.du	9/13/2011 7:05 PM	Du, Xiao		0.2	21 KB	Group 6	
cussion Board		assignment1.eagle	9/26/2011 10:24 AM	Eagle, Julie Marie		1.0	122 KB	Group 5	Assignments
Recycle Bin	1	Assignment 1. Galloway	10/6/2011 10:11 AM	Galloway, Jameel Tariq		0.1	18 KB		Assignments
	9	Assignment1.Ketcham	9/12/2011 7:16 PM	Ketcham, Shannon Patrick		0.1	19 KB	Group 3	
		Assignment1.Naeem	9/14/2011 6:30 PM	Naeem, Naveed A		0.1	21 KB	Group 6	
	1	assignment1.otte	9/12/2011 6:41 PM	Otte, Brandon J		0.1	25 KB	Group 2	
	•	Assignment1.Rolle	10/3/2011 1:35 PM	Rolle, David Seth		0.1	24 KB	Group 6	Assignments
	•	Assignment1.tran	9/12/2011 5:58 PM	Tran, Alexander Minh		0.1	23 KB	Group 3	
	1	Assignment2.Akhtar	9/26/2011 11:44 AM	Akhtar, Zaki Siraj		0.1	29 KB	Group 2	Assignments
	•	Assignment2.Cubano	10/3/2011 2:23 AM	Cubano, Brittany A		0.1	19 KB	Group 6	Assignments
	•	Assignment2.du	10/9/2011 2:49 AM	Du, Xiao		0.1	20 KB	Group 6	Assignments
	1	Assignment2.Galloway	10/6/2011 10:11 AM	Galloway, Jameel Tarig		0.1	16 KB		Assignments
	1	Assignment2.Ketcham	9/12/2011 7:17 PM	Ketcham, Shannon Patrick		0.1	19 KB	Group 3	
	•	Assignment2.Naeem	9/15/2011 6:34 PM	Naeem, Naveed A		0.1	21 KB	Group 6	
	•	assignment2.otte	9/26/2011 1:57 PM	Otte, Brandon J		0.1	24 KB	Group 2	Assignments
	1	Assignment2.Rolle	10/3/2011 1:32 PM	Rolle, David Seth		0.1	20 KB	Group 6	Assignments
		assignment2.stern-robbins	9/14/2011 11:46 AM	Stern-Robbins, Gabriel Barak		0.1	18 KB	Group 3	
	•	Assignment2.tran	9/12/2011 5:58 PM	Tran, Alexander Minh		0.1	107 KB	Group 3	
	1	Assignment4.team3 INEW	10/15/2011 1:47 AM	Tran, Alexander Minh		0.1	57 KB	Group 3	Assignments
	9	Group6-Min_9.19.2011	9/19/2011 10:16 PM	Naeem, Naveed A		0.1	23 KB	Group 6	
		Group6-Minute 9.12.11	9/13/2011 4:09 PM	Du, Xiao		0.1	20 KB	Group 6	

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.

TOWARDS A PAPERLESS CHORAL CLASSROOM

	ocuments > How to Setup and Organize Sharepoint > Edit Item tup and Organize Sharepoint
The document was uploaded successfully and be able to access it.	d is checked out to you. You must fill out any required properties and check it in before other users will
	Check In Cancel
🗙 Delete Item 🗳 Spelling	* indicates a required field
Name *	How to Setup and Organize Sharepoint
Title	
Group-	 Group 1 Group 2 Group 3 Group 4 Group 5 Group 6
Doc Type	Assignments
Version: 0.1 Created at 10/15/2011 5:01 PM by Naeem, Nave	ed A Check In Cancel

Last modified at 10/15/2011 5:01 PM by Naeem, Naveed A

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.

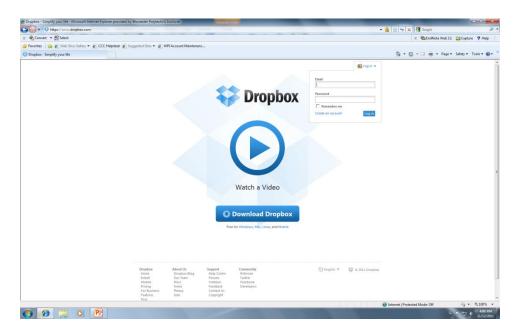


Figure 6: Dropbox Login Screen

The IQP group uploaded, downloaded, and organized all files within Dropbox's browserbased 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 printenabled 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.

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.

TOWARDS A PAPERLESS CHORAL CLASSROOM

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

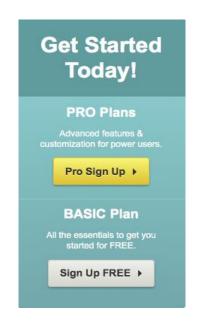
 Table 3: Survey Software Comparison

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 <u>http://www.surveymonkey.com</u> to register an account.
- 2. Click on "Sign Up Free". The professional account costs money, but allows for more

features.



 Fill in the registration form with the required information or sign up with a Google or Facebook account.

Choose a username:		Or sign up with your Google or Facebook account
Please enter a username. Choose a password:		Now you can link your accounts and sign in to SurveyMonkey using your Facebook or Google account. It's quick, easy, and secure - your SurveyMonkey data will be completely private.
Up to 25 characters, no spaces.	or	Nign Up with Google
Retype password:	Ÿ	Sign Up with Facebook
Enter your contact email:		By creating an account using your Facebook or Google account, you agree to our Terms of Use and Privacy Policy.
Please enter an email address.		
I'd like to receive communications about SurveyMonkey services and survey tips.		
Sign Up 🕨		
By dlicking "Sign Up" you agree to our Terms of Use and Privacy Policy		

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".

Create Su	rvey				
Oreate a new survey					
Title:	New Survey				
Category:	Select a Category				

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

information.

PAGE 1	Edit Page Options V Copy		
		+ Add Question	

 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.

Design Surve	y Collect Responses	Analyze Results
ties of an existing	g collector, just click the	+ Add Collector
lesponses	Last Response	Actions
139 responses	February 18, 2012 6:30 AM	Edit Clear Delet

8. Click on "Change settings" on the left navigation bar and under "Allow multiple

response" choose "Yes, allow multiple responses per computer."

Edit Web Link	Web Link Edit
Change Settings	Collector Settings
Rewards NEW	oonooto. ootanigo
Change Destrictions	Allow Multiple Responses?
Change Restrictions	O No, allow only one response per computer.
Manual Data Entry	• Yes, allow multiple responses per computer Recommended for kiosks or computer labs.
Close Collector Now	

- 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 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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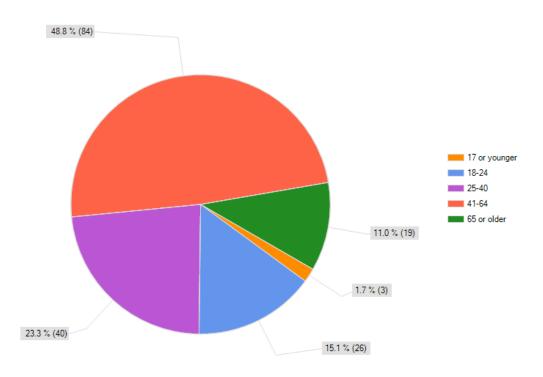
APPENDICES

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		

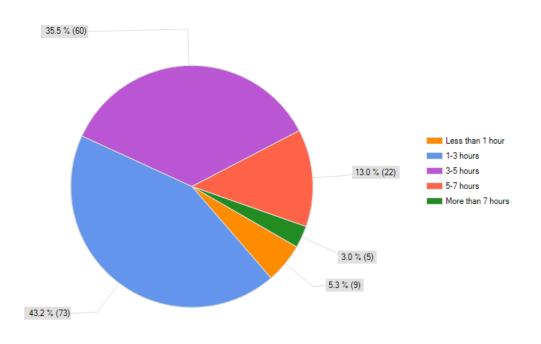


Which category below includes your age?

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		

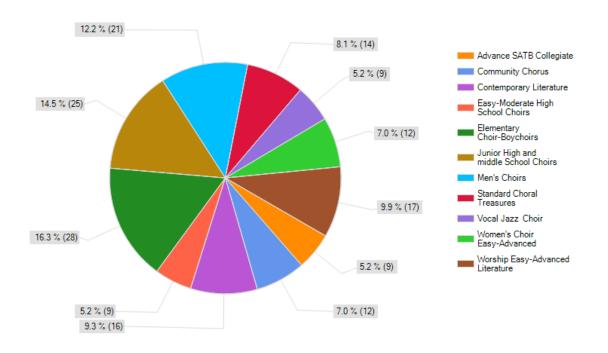


2. In a typical day, how many hours do you spend on a computer?

Question 3

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

3. Which reading session a	t this conference did you just attend?	
	Response Percent	Respons Count
Advance SATB Collegiate	5.2%	
Community Chorus	7.0%	1
Contemporary Literature	9.3%	1
Easy-Moderate High School Choirs	5.2%	
Elementary Choir-Boychoirs	16.3%	:
Junior High and middle School Choirs	14.5%	
Men's Choirs	12.2%	
Standard Choral Treasures	8.1%	
Vocal Jazz Choir	5.2%	
Women's Choir Easy-Advanced	7.0%	
Worship Easy-Advanced Literature	9.9%	
	answered question	1
	skipped question	

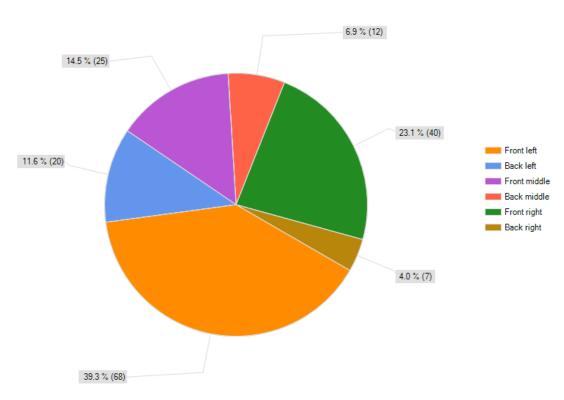


Which reading session at this conference did you just attend?

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		

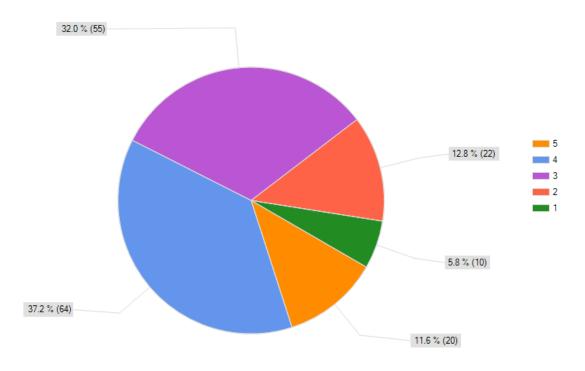


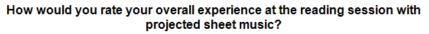
In what section of the room of the reading session were you seated?

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	

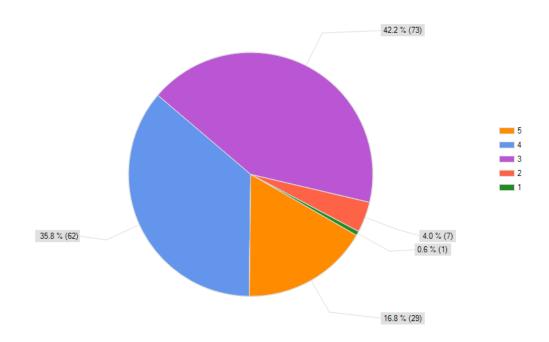




Question 6

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	0.6%	1	
	1	answered question	173	
		skipped question	0	

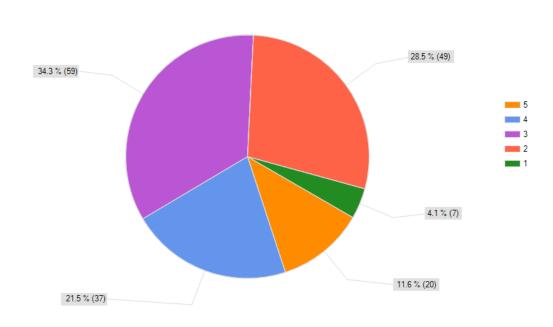


Rate the brightness of the screen at the reading session.

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	



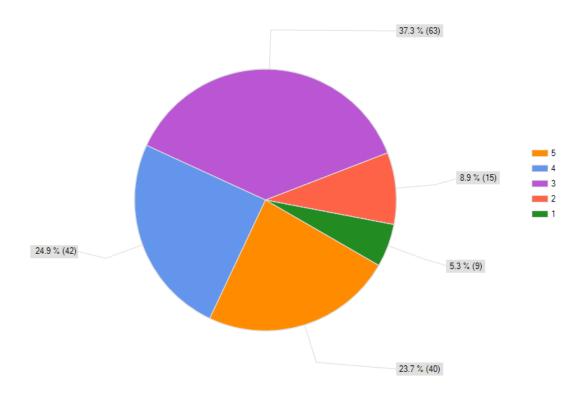
From where you were sitting, rate the legibility of the projected sheet music at the reading session.

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	



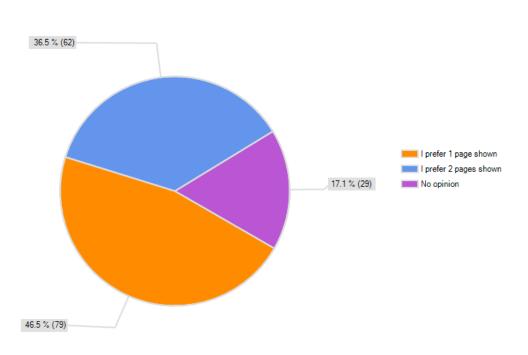
Rate the size of the screen used at the reading session.

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	

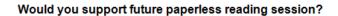


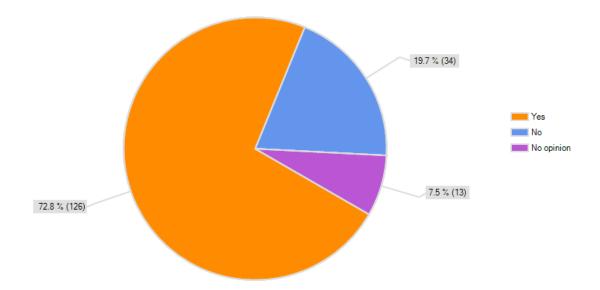
Would you prefer presentations showing one or two pages of sheet music at a time?

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	





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
 - 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 $1024 \ge 768$. The throw ratio for a $1024 \ge 768$ 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
		Julie (3), Shawn (1),
Ethernet cables	5	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.

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

G. Sheet Music Ma	aster Spreadsheet
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SES #	<u>RCT</u>		vox	COMP/AR	PUB	COMMENT	Hard Copy	PDF Copy
	<u>KUI</u>			<u>R</u>		<u>S</u>		
1		O Jesu mea vita	SATTB	Montever di, Claudio	CPDL	C&U - Sacred setting by Montever di of the same music as "Si ch'io vorreimori re"		x
2		Mitten wir im Leben sind, Op.	SSAATTBB	Mendelsso hn, Felix	CPDL	C&U - Chorale		
		23 nr 3		,.		motet; antiphona l effects, strophic		
3		The Lamb	SATB	Tavener, John	Chester Music	C&U - Palindrom e; great for teaching & developin g aural acuity	x	x
4		Folks, I'm Telling You	SSATB/pi ano	Alexander , Elizabeth	Seafarer Press	C&U - Jazzy arrangem ent of Langston Hughes text. Great piano part!	x	x
5		Ubi caritas	SSAATTBB	Mealor, Paul	University of York Music Press	C&U - Composed for/perfor med at the Wedding of Prince William and Catherine Middleton, April 29, 2011		
6	xx	Anima Christi	SSATTBB	Cayabyab, Ryan	earthsong s	C&U - Beautiful contempo rary sound, much octave doublings like Russian orthodoxy ; advanced	x	x
7		The Bells	SSATB	Hill, Edie	Humming bird Press	C&U - Captures the bell sound through specific rhythmic motives and quartel/q uintal chords;	x	x

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

14		Kodesh Heim	SATB	Page, Nick	Transcontin	C&U - Text	x	
1			5,115	ruge, men	ental	from	~	
						Chanukah		
						Liturgy,		
						Psalms 8 & 148,		
						spirituals,		
						& Nick		
						Page.		
						Combinatio		
						n of English		
						& Hebrew; bright		
						sound with		
						sparkling		
						chords.		
15		Ask Me No More	SSAATTBB	Bakken, J.	Pavane	C&U - Lush	х	х
				S.	Publishing	setting of a beautiful		
						poem by		
						Alfred Lord		
	XX					Tennyson.		
						Winner of		
						the NDSU Edwin		
						Fissinger		
						Prize.		
16	1	Mamayog Akun	SATB	Obispo,	earthsongs	C&U -	x	x
				Fabian	_	Muslim		
						folksong,		
						takes a simple		
						melodic cell		
	XX					uses it		
						constantly		
						through		
						rhythmic		
						interchange between		
						the voices.		
17		All Beautiful You	SATB	Trotta,	Colla Voce	C&U -	х	х
		Are		Michael		Gorgeous		
				John		lush vocal		
						lines set to a poem by		
	XX					the		
						composer		
						inspired by		
						the Song of		
18		Stand You on the	SATB	Cowthron	Duncton	Songs. C&U - Text	~	
10		Mountain	SAID	Gawthrop, Dan	Dunstan House	adapted	x	
						from		
						scripture		
						by Jane		
	XX					Griner;com		
						missioned by Furman		
						Singers.		
						Powerful		
						and		
10		The White Diade	CATE	Barnum	Crashita	dramatic.	~	
19		The White Birds	SATB	Barnum, Eric	Graphite Publishing	C&U - Commissio	x	x
					abiliting	ned for		
						Hopewell		
	xx					Valley		
	~~					Central HS;		
						text by		
						William Butler		
						Yeats;		
20		Praise the Name	SAATTBB	Chesnokov,	Musica	C&U -	x	x
		of the Lord		Pavel	Russica	Setting of		
						one of the		
						most		
						majestic		
L	1	1	L	L	1	and solemn	1	

21		When David heard	SSAATTBB	Dinerstein, Norman	Boosey & Hawkes	elements of the Orthodox All-Night Vigil. Chesnokov uses a stately chant melody. Text from Psalms 134 & 135. C&U - Contempor ary motet; tone		
						painting, powerful, difficult		
22	хх	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	хх	The Divine Image	SSAATTBB	Valencia, Jorge Cordoba	earthsongs	C&U - W. Blake text; balance is a challenge, clusters	x	x
25	хх	Love and Pizen (Springfield Mountain)	SATB/piano	Mechen, Kirke	Hal Leonard	C&U - Clever rhythms and sudden dynamic changes	×	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	хх	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	Humming bird Press	Advanced Contempo rary Music	x	x
1	xx	World, I Cannot Hold Thee Close Enough	SATB	Colin Britt	Alliance	Communit y -	x	

2		Now I Joseph	SATB	Kit Powell	Cantus	Community		
2		Was Walking	SAID	Kit Foweii	Quercus	-		
						http://www		
						<u>.cantusquer</u>		
3		In the Bleak	SATB	Abbie	Abbie	<u>cus.com/</u>		
3		Midwinter	SAID	Betinis	Betinis	<u>Community</u> -	х	
	XX					www.abbie		
						betinis.com		
4		Coney Island	SATB	Rich	Rich Campbell	<u>Community</u>	х	х
	xx			Campbell	(Pay the	_ www.richca		
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				Band	mpbell.us		
					Music)			
5		Heart, We Will	SATB	Bradley	Oxford	Communit	х	x
	XX	Forget Him		Ellingboe		у-		
6		I Saw Three	SATB	Jocelyn	Cranhita	Community		
0		Ships	SATE	Hagen	Graphite	<u>Community</u> -	х	
	xx			y		http://www		
	~~					<u>.graphitepu</u>		
						<u>blishing.co</u> m		
7		Wayfarin'	SATB	Craig	Hinshaw	Communit		x
		Stranger		Zamer		y -		
8	1	I've Been in the	SATB	Mark	Alfred	Communit	x	x
	XX	Storm So Long		Hayes		у-		
9		Ute Sundance	SATB	Valerie	Earthsong	Communit	х	x
	XX			Naranjo/E than	s	у-		
				Sperry				
10		Skip to My Lou	SATB	Greg	Alfred	Communit	х	х
	XX			Gilpin		у-		
11		Invitation	SATB	Margaret	Theodore	Communit	х	х
				Tucker	Presser Company	y - Adapted		
	XX				company	from the		
						poem		
10			SSATB	T I	1 Baraharan	"Jehovah"		
12		Adam Lay Ybounden	SSAIB	Thomas Bell	Hinshaw	Community -		x
		1 bounden		2011				
13		And the Song Am	SATB	Abbie	Abbie	Community	x	x
	xx	I		Betinis	Betinis	-		
	~~					www.abbie		
14		Like a Singing	Upper	Bob	Oxford	betinis.com Community	x	x
14		Bird	Voices and	Chilcott	UNITIO	-	^	^
			SATB			1		
15		Il Est Né Le Divin	SATB	Paul Halley	Pelagos	Community	x	
		Enfant		, , ,		-		
	WW					http://www		
	XX					.pelagosmu sic.com/Cu		
						rrent/Home		
	ļ					.html		
16		Illum Trans	SATB	Edie Hill	Edie Hill	Community	x	x
						1		
17		`Twas In the Moon	SATB	Tim Takach	Graphite	Community	x	
1/		of Wintertime	SAID		Graphice	-	^	
	xx					http://www		
	~~					<u>.graphitepu</u>		
						<u>blishing.co</u> m		
18	<u> </u>	Sleep, Sleep,	SATB	Richard	Colla Voce	Community	x	
		Beauty Bright	50	Waters		-		
	xx					http://www		
						.graphitepu		
						blishing.co m		
L			1					

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

			1		1		1	1
				Stephen		High		
				Foster/arr.		School-		
				Jack	Gentry	Beg/Interm		
19		Nelly Bly	SATB	Halloran	Publications	ediate	х	
20		The Turtle Dove	SATB	arr. John	Hal	High	х	х
	vv			Purifoy	Leonard	School-		
	XX			,		Beg/Interm		
						ediate		
21		Three Madrigals	SATB	Emma Lou	Boosey and	High		х
21		Three Hadrigas	SATE	Diemer	Hawkes	School-		^
	XX			Diemei	TIGWKES	Beg/Interm		
						ediate	-	-
22		Viva La Rose	SA(T)B	arr.	Boosey and	High	х	х
	XX			Stephen	Hawkes	School-		
				Hatfield		Beg/Interm		
						ediate		
1		You'd Be So	SATB	J.	Alfred	JAZZ -	х	х
		Nice To Come		Althouse		Easy		
	XX	Home To				swing		
						tune for		
						beginners		
2		The Boy From	SATB	G.	Shawnee	JAZZ -	x	x
2			SAID	-	Snawnee	-	x	x
		New York City		Jasperse		Classical		
						Manhatta		
						n Transfer		
						also		
						available		
						in SSA		
3		Pop Goes The	SATB	A. Kerr	Hal	JAZZ -	х	х
		Weasel	0/110		Leonard	Great	~	~
		weasei			Leonaru			
						arrangem		
	XX					ent of		
						traditional		
						tune -		
						FUN!		
4		Baby Close your	SATB	D.	Sound	JAZZ -	х	х
	vv	Eyes		Davison	Music	Beautiful		
	XX	-				ballad		
						with piano		
5		Come Dance	SATB	S. Zegree	Hal	JAZZ -	х	х
2		With Me	SAID	5. Legree	Leonard	Swing	^	^
	XX	with Me			Leonaru			
	**					tune with		
						improvisa		
						tion		
6		Wings To Fly	SATB	J. Fox	Sound	JAZZ -	х	х
					Music	Beautiful		
	XX					wordless		
	~~					tune with		
						improvisa		
						tion		
7		Like A Lover	SATB	Ρ.	Hal	JAZZ -	х	х
				Rutherfor	Leonard	Bossa		
				d		with lyrics		
	XX			-		by Alan		
						and Mariln		
		He's Got The	SATB	1 Baur -	Cound	Bergman		
8			SAIB	J. Barnes	Sound	JAZZ -	х	х
	XX	Whole World In			Music	Great a		
		His Hands				cappella		
						swing		
9		Nice `n' Easy	SATB	K. Shaw	Hal	JAZZ - Fun	х	х
-		1			Leonard	swing		
-	vv		1	1		tune for		
-	XX				1			1
-	xx					beginners		
	XX	Friendship	SSAATTBR	Α.	Walton	beginners JAZZ -		
10	XX	Friendship	SSAATTBB	A. Edenroth	Walton	JAZZ -		
	xx	Friendship	SSAATTBB	A. Edenroth	Walton	JAZZ - Eight-part		
	xx	Friendship	SSAATTBB		Walton	JAZZ - Eight-part a cappella		
	xx	Friendship	SSAATTBB		Walton	JAZZ - Eight-part a cappella by the		
	xx	Friendship	SSAATTBB		Walton	JAZZ - Eight-part a cappella by the Real		
	xx	Friendship	SSAATTBB		Walton	JAZZ - Eight-part a cappella by the Real Group -		
10	хх			Edenroth		JAZZ - Eight-part a cappella by the Real Group - Beautiful!		
	xx	Friendship Keltic Song	SATB		Walton	JAZZ - Eight-part a cappella by the Real Group -		x
10	xx			Edenroth		JAZZ - Eight-part a cappella by the Real Group - Beautiful!		x
10	xx			Edenroth	Hinshaw	JAZZ - Eight-part a cappella by the Real Group - Beautiful! JAZZ -		x
10	xx			Edenroth	Hinshaw	JAZZ - Eight-part a cappella by the Real Group - Beautiful! JAZZ - Multicultu ral lyrics'		×
10	xx			Edenroth	Hinshaw	JAZZ - Eight-part a cappella by the Real Group - Beautiful! JAZZ - Multicultu		x

12	хх	Java Jive	SATB	E. Lojeski	Hal Leonard	JAZZ - Classic Manhattan Transfer(1s t Arrangeme nt 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 accompani ment	x	×
16		I've Got The World On A String	SATB	P. Langford	Shawnee	JAZZ - Easy swing tune for beginners	×	x
17	xx	Let's Live Again	SSAA	R. Eckert	Sound Music	JAZZ - SSAA - great swing tune	x	x
18	хх	A Gershwin Trio	SATB	j. Althouse	Alfred	JAZZ - Three Gershwin tunes - aesy arrangeme nt	x	x
19	хх	Bridge Over Troubled Waters	SATB	P. Lawson	Hal Leonard	JAZZ - Great a cappella arrangeme nt	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	×	×
1	xx	Korobushka	3-pt Mixed	Crocker	Hal Leonard	M.School/ Jr. High - Russian Folk Tune	x	x
2	хх	The Mermaid	3-pt Mixed	Liebergen	BriLee	M.School/ Jr. High - Gastoldi	×	×
3		This Old Hammer	3-pt Mixed	Ginsberg	Shawnee	M.School/ Jr. High - Folk Song	x	x
4	хх	Arirang	ТТВ	Beery	Alfred	M.School/ Jr. High - Korean Folk Song	x	×
5	хх	Gonna Ride Up in The Chariot	ттв	Miller	Hal Leonard	M.School/ Jr. High - Spiritual	x	x

6	xx	Thulalila Lele	ТТВ	Englert	Carl Fischer	M.School/ Jr. High - African	×	x
7		Wassail!	3-pt Mixed/Op t. Baritone	DeLanoy	Shawnee	M.School/ Jr. High - English Carol	x	×
8	хх	Scarborough Fair	3-pt Mixed/Op t. Baritone	Emerson	Hal Leonard	M.School/ Jr. High - Folksong	×	x
9	xx	By The Waters	3-pt Mixed/Op t. Baritone	DeLanoy	Carl Fischer	M.School/ Jr. High - Hebrew	×	x
10		The Battle Hymn of the Republic	3-pt Mixed/Op t. Baritone	Beery	Shawnee	M.School/ Jr. High - Traditiona	x	x
11	хх	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	хх	Banuwa, Sing Noel	3-pt Mixed	Rentz	BriLee	M.School/Jr . High - Liberian	x	x
14	хх	The Bird's Courting Song	3-pt Mixed	Miller	Hal Leonard	M.School/Jr . High - Applachian	x	x
15	хх	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
18	хх	Pat-A-Pan	3-pt Mixed	Miller	Hal Leonard	M.School/Jr . High - Monnoye	×	×
19	хх	Pick-A-Little, Talk-A-Little	3-pt Mixed	Miller	Hal Leonard	M.School/Jr . High - Wilson	x	×
20	хх	Sing Now With Joy	3-pt Mixed	Snyder	Hal Leonard	M.School/Jr . High - Purcell	x	x
21	хх	Tuxedo Junction	3-pt Mixed	Huff	Hal Leonard	M.School/Jr . High - Feyne, etc.	×	×
22	хх	What a Morning`	3-pt Mixed	Parks	Carl Fischer	M.School/Jr . High - Spiritual	x	x
23	хх	Amanti Costanti	SATB	Liebergen	BriLee	M.School/Jr . High - Mozart	x	x
24	хх	Do Wah Diddy	SATB	Berg	Hal Leonard	M.School/Jr . High -	x	x
24	хх	Come to My Heart	SATB	Farnell	Alliance	M.School/Jr . High - Farnell	x	
25	хх	The West-Country Lover	ТТВ	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 participati on		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 Unterhaue r	Walton Music	Mens - Relirious. Sacred/Co Ilege/Com munity		
4		Quodlibet on Sea Shanties	TTBB & piano	John Delorey	EACDA Website	Mens - British & American Songs. High School/Co mmunity/ College. FREE! Delorey has pdf's!		
5		Verbum Patris	TTB, Opt. Percussio n	Anon. 13th Cent. English	EACDA Website	Mens - Medieval. Middle School upwards. FREE! Delorey has pdf's!		
6	xx	Viva Tutti	ТТВ	Anon. 18th Cent.	Lawson Gould - Ralph Hunter, ed.	Mens - Classical. Italian and German. Changing voices upward(v ocal dexterity required.	×	×
7		Die Nacht Op. 17, no. 4	TTBB a cappella	Franz Schubert	Roger Dean	Mens - Classical. German. High School/Un iversity/C ommunity		x
8		Psalm XIII		Thomas Ravenscro ft		Mens - Religious. Sacred/Co mmunity. CPDL FREE! Delorey has pdf's!		
9	хх	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/Hi gh	х	x

						School/Co mmunity/		
11		When The Saints Go	TTBB & piano	Arr: Denys	Roberton Publoicati	University Mens - Traditiona	×	
		Marching In		Hood	ons/Theo dore Presser	l American Folk. High School upwards		
12	хх	Ramkali		Ethan Sperry	earthsong s	Mens - World Music. High School/Co Ilege/Com munity	x	x
13	хх	Ute Sundance	ттвв	Valerie Naranjo	Earthsong s	Mens - Song of renewal - rites of passages	×	X
1	xx	All Too Soon	SATB	Stephen Hatfield	Boosey & Hawkes	Treasures - Canadian folk song, great text, wonderful rolling melodic lines gives the impressio n of the movement of the ocean	x	X
2	хх	Danny Boy	SATB	arr. Darmon Meader	Carl Fischer	Treasures - a cappella, lush harmonies ; beautiful new take on a classic	×	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 opportunit y to highlight the men's section	x	X
	xx	The Irish Blessing	SATB	Joyce Eilers Bacak	Hal Leonard	Treasures - Excellent benedictio n/ encore	×	×

						selection		
						Sciection		
6	хх	Musicks Empire	SATB	Lloyd m	Lawson Gould/ Alfred	Treasures - a cappella, concert/ festival selection, students	x	x
						consistent ly love this piece		
7	хх	Salmo 150	SATB	Ernani Aguiar	Earthsong s	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	хх	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, contempo rary madrigals	x	x
11	хх	Anima Christi	SSAATTBB	Ryan Cayabyab	Earthsong s	Treasures - Ignatian Prayer - http://w ww.youtu be.com/w atch?v=Zk 8C8zwsBg k	X	x
12		Banquet Fugue	SATB	John Rutter		Treasures - novelty; fun way to teach fugue form		x
13	xx	Loch Lomond	SSATTB	arr. Jonathan Quick	Cypress Publishing	Treasures - interesting & fresh arrangeme nt 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 processiona	x	X
16		Non Nobis Domine	TB/SA	Rosephany e Powell	Gentry Publications	Treasures - a Cappella, rhythmic, great opener		X
17	хх	The Seal Lullaby	SATB	Eric Whitacre	Shadow Water Music	Treasures - ACCESSIBL E 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, contempor ary 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 accompani ment	×	
21		Wayfarin' Stranger	SATB	Gilbert M. Martin	Hinshaw	Treasures - great piece to teach phrasing, a lot of doubling TB/ SA, woppotuniti es to highlight sections		x
1	XX	Tread Softly (2010)	SA(div) piano	Alan Bullard	Oxford	Women's - Set to poetry by Yeats, Tre ad 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		The Rose of	SSAA	Thomas	Carl	Women's	x	х
		Sharon (2011)	cerut	Juneau	Fischer	- A		÷ *
						beautiful		
						a cappella		
	XX					piece based on		
						the Song		
						of		
						Solomon.		
					6 H H	Medium.		
3		Amid the Splendors of the	Treble Voices in	Nick Page	Colla Voce	Women's - An	x	x
		Sun (2008)	4 part			Appalachi		
		,	canon			an		
						folksong		
						with		
						additional		
						poetry by William		
						Blake.		
						With		
						flowing		
						melodies,		
	XX					this is a wonderful		
						piece that		
						can be		
						performed		
						with as		
						few as two parts		
						two parts or up to		
						six.		
						Improvisa		
						tory		
						section.		
						Medium easy.		
4		Beati quorum	SSA/SSA	Russell	Alfred	Women's	х	x
		via (2011)		Robinson,		- From		
				arr.		Stanford's		
						Three		
						Latin Motets		
						Motets		
						<i>Motets</i> (1905), this is a clever		
						Motets (1905), this is a clever arrangem		
	хх					Motets (1905), this is a clever arrangem ent that		
	хх					Motets (1905), this is a clever arrangem ent that makes		
	xx					Motets (1905), this is a clever arrangem ent that makes this		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece accessible		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel		
	хх					Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult.		
5	xx	Be Grateful My	SSSAA	Elizabeth	Seafarer	Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult.	x	x
5	xx	Be Grateful My Soul (2010)	SSSAA	Elizabeth Alexander	Seafarer Press	Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult.	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult.	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life,	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its	x	×
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint	x	×
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint ments, cruelty, and pain."	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint ments, cruelty, and pain."	x	×
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint ments, cruelty, and pain."	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint ments, cruelty, and pain." The striking melody is	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint ments, cruelty, and pain." The striking melody is layered	x	x
5	xx		SSSAA			Motets (1905), this is a clever arrangem ent that makes this famous piece accessible for advanced Women's Choruses. Moderatel y Difficult. Women's - "A meditatio n on the timeless ecstasy of life, despite its disappoint ments, cruelty, and pain." The striking melody is	x	x

	1	1	1				1	
						The range is not particularl		
						y high. Medium.		
6	xx	Munoera (Sanctus from <i>Shona Mass)</i>	SSA percussio n	Lee R. Kesselma n	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 combinati on of Shona and Latin from the Ordinary	x	x
						of the Mass."		
7		I'll Give My Love and Apple (2011)	SSA piano	Eleanor Daley, arr.	JEHMS/All iance Music	Women's - Based on a traditional tune, this is a beautiful arrangem ent that begins in unision, 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 phonetical ly with full Hebrew text and translatio n, with pronuncia tion included. Medium		

9	хх	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	X	X
						harmonies ." Moderatel y Difficult.		
10	xx	Ev'ry Time I Feel the Spirit (2011)	SSA piano	Rollo Dilworth, arr.	Hal Leonard	Women's - Commissi oned by a group of 41 children's and youth choruses, sponsored by Chorus America. A spirited, rhythmic arrangem ent, mostly homophon ic. Medium.	×	×
11	хх	Cai Diao	SA	Zhang Yi- Da	Earthsong s	Women's - Chinese Folk Song	x	x
12		Flying	SSAA ob, vln, vcl.	Rachel DeVore Fogarty	Kandinsky Music	<u>Women's -</u> rdfogarty@ gmail.com	×	×
13	хх	Softly, Little Child	SSAA	Daniel E. Gawthrop	Dunstan House	Women's -	×	
14		Someone Will Remember Us	SSA, violin, viola, cell and harp	Jocelyn Hagen	Jocelyn Hagen	Women's -	x	x
15	хх	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
17		Thaw	SSAA	Edie Hill	Hummingbi rd Press	Women's -	×	x
18	хх	Poem of Light	SSAA harp dumbek	John Rommerein	earthsongs	Women's - harp or piano, optional dumbek	×	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. Tchaikovsk y	Musica Russica	Women's -	x	
1		The Morning Trumpet	SATB	Stan Pethel	Daybreak	Worship - effective and easy with trumpet solo		
2	хх	Down to the River to Pray	SATB	Mack Wilberg	Oxford	Worship - piano four hands,ryh thmic and exciting	x	×
3		Celebrate Chanukah Light Looked	SATB SATB	Joel Philips	Transcontin ental Alliance	Worship - mixed meter and energetic Worship -	x	
	хх	Down	5415	Daley		effective with beautiful text	^	
5	хх	Choose to Bless the World	SATB	Nick Page	Boosey & Hawkes	Worship - Optional hand motions included clearly in score by Nick Page	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 <u>Songs of</u> Faith		x
8	хх	Requiem	SATB	Craig Hella Johnson	G. Schirmer	Worship - simple song by Eliza Gilkyson in a simple effective arrangem ent	x	×
9	хх	Sing Praise!	SATB	Allan Robert Petker	Pavane	Worship - Psalm 150, optional brass quintet	x	×
10		The Sure Foundation	SATB	Joeseph Martin	Harold Flammer	Worship - incorporat es "How Firm a Foundatio n"		
11	xx	Just Can't Tell It All	SATB W/Tenor solo	Byron J. Smith	Onyx Choral Music Publishing	Worship - Upbeat Gospel	×	
12	хх	Agnus Dei	SATB	Peter Klemp	Concordia	Worship - flute solo,option al string quartet	x	×

13	хх	All Hail the Power of Jesus' Name	SATB	Donald Busarow	Concordia	Worship - congregatio n,organ,bra ss timpani,ha ndbells	x	×
14	xx	Brother James's Air	SATB	Mack Wilberg	Oxford	Worship -	x	x
15	хх	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 accompani ment		
20	хх	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	хх	The Hills are Bare at Bethlehem	SATB	Ralph Johnson	earthsongs	Worship - acapella with wind chimes		x
1	хх	J'endtend le Moulin	SA	R Dwyer/M Ellis	Colla Voce	Youth/Bo y Choir	x	
2		Night Song	SA	Paul Carey	Roger Dean	Youth/Bo y Choir		
3	хх	With the Earth, I Am One	2-part	Judith Herringto n	Hal Leonard	Youth/Bo y Choir	x	×
4		Je Vois la Neige Qui Danse	unison[di v]	Nick Page	Boosey&H awkes	Youth/Bo y Choir		
5		Mary had a Baby	2 pt/div	Maria T Corley	Walton	Youth/Bo y Choir		
6	хх	Born in a Symphony	SSAA	Judith Herringto n	Pavane	Youth/Bo y Choir	×	x
7	xx	Spiritual Musick	SA	David Brunner	Boosey&H awkes	Youth/Bo y Choir	x	x
8	хх	Now is the time of Peace	2 pt	Ken Johnston	Boosey & Hawkes	Youth/Bo y Choir	x	x
9	хх	The Bird's courting song	2 pt	Cristi Miller	Hal Leonard	Youth/Bo y Choir	х	x

10		Benedictus/Agn	SSA	Peter	Hal	Youth/Bo	x	x
	XX	us Dei		Robb	Leonard	y Choir		
11	хх	Wayfaring Stranger	2 pt	Rollo Dilworth	Hal Leonard	Youth/Bo y Choir	x	×
12	XX	Cantode Pilon	SA	Cristian Grases	Pavane Publishing	Youth/Bo y 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/Gal van	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	хх	Trouble, Fly	2-part	Patricia McKernon Runkle	Boosey&Ha wkes	Youth/Boy Choir	X	x
18	хх	Shady Grove(with "The Cuckoo")	SSA	Allsbrook & Goodin	Boosey&Ha wkes	Youth/Boy Choir	X	x
1		The Bloom is not a Bloom	SATB a cappella	Athens, Niccolo	self- published	Contempo rary Music		x
2		Tykus tykus	SSAATTBB a cappella	Augustina s, Vaclovas	self- published	Contempo rary Music		×
3		Voices	SSAATTBB a cappella	Banks, Eric	Boosey & Hawks	Contempo rary Music	x	×
4		Glow	SSAATTBB a cappella	Charney, Jason	self- published	Contempo rary Music		×
5		On my Dreams	SATB div. Piano, Drums	Hagen, Jocelyn	self- published	Contempo rary Music		×
6		Dreaming in Darkness	SATB a cappella	McClellan, Robinson	self- published	Contempo rary Music		×
7		God Be In My Head	SATB a cappella	Musselma n, Dan	self- published	Contempo rary Music		x
8		A Song of Joys	SSAATTBB a cappella	Omiccioli, Nicholas	self- published	Contempo rary Music		x
9		Short is Time	SATB a cappella	Pierce, Forrest		Contempo rary Music info@forre stpierce.c om		x
10		Call to Remembrance Fantasia	Call to Remembr ance Fantasia	Sametz, Steven	self- published	Contempo rary Music		x
11		O sacrum convivium	SSAATTBB a cappella	Caplin, Thomas	Cantando Musikkforla g AS, Stavanger, Norway	Contempor ary Music	x	x

12	Goodnight, Goodnight	SATB a cappella	Danyew, Steve	self- published	Contempor ary Music www.steve danyew.co m		x
13	Alleluia		Gregorio, Joe	self- published	Contempor ary Music		
14	Spring	SATB divisi	Horick, Sarah	self- published	Contempor ary Music		x
15	Crossing Brooklyn Ferry	SSA, strings	Kallembach , James	self- published	Contempor ary Music		x
16	Old Waters	SATB divisi	Moore, J. David	Fresh Ayre Music.	Contempor ary Music		x
17	Ummah Sallih	SATB, solos, a cappella	Pamintuan, John August	self- published	Contempor ary Music		x
18	One thing I know	SSAATTBB a cappella	Primosch, James	self- published	Contempor ary Music		x
19	A stuff will not endure	SATB, Piano	Robinson, Scott	Graphite Publishing	Contempor ary Music	x	X
20	A Worshipper and a Man	SSATBB a cappella	Takach, Timothy C.	self- published	Contempor ary Music TimothyCT akach.com		x
21	Paradise	SSATBB a cappella	Tann, Hillary	Rowanberr y Music	Contempor ary Music	x	x
22	the whole sea in motion	SATB divisi, Piano	Trumbore, Dale	self- published	Contempor ary Music		x
23	Three Madrigals	SATB a cappella	Wadsworth , Zachary	ZRW publishing	Contempor ary Music zacharywad swor th.com		x
24	L'Hiver et l'été	SSAATTBB a cappella	Wharton, Philip	self- published	Contempor ary Music		x
25	Refrigerator Poems, Set 1	SATB	Worthingto n, Rain	self- published	Contempor ary Music		x
26	Dutch Lullaby	SATB, Piano	Roman Yakub	self- published	Contempor ary 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, mezzosoprano, 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 (<u>http://</u> <u>sheetmusicdb.net/</u>)- 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://

<u>sheetmusicdb.net/</u>) – 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 (<u>http:/// www.onlinesheetmusic.com</u>) – Has easy search access to sheet music, including previews of the piano scores. The scores can then be purchased. The database lies heavier on modernday 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://

<u>www2.cpdl.org</u>)- 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.



Pamphlets created by: Shawn Onessimo snonessimo@wpi.edu



Favorite online sheet

music database?

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

References

RUDDIGORE

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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
 - Look and take note of any repeats, codas, or any thing that concerns you or the conductor
 - Take note of the PDFs that you do not have
- Check the venue beforehand to see if the right equipment is set up
 - 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
 - o Connect the power cords of the projector and laptop to the power strip
 - Turn both projector and laptop on
 - \circ $\,$ 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
 - Show him/her your notes and figure out a solution to repeats or codas
 - Ask him/her if there is any problem with the order of the music
 - Ask if he/she has any questions
- Display the title page PDF of the reading session on the screen
 - 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
 - If people paused when singing, you might have turn the page too early or too late
 - If your projector or laptop fails, have people move to view the other screen in the venue

When the session ends

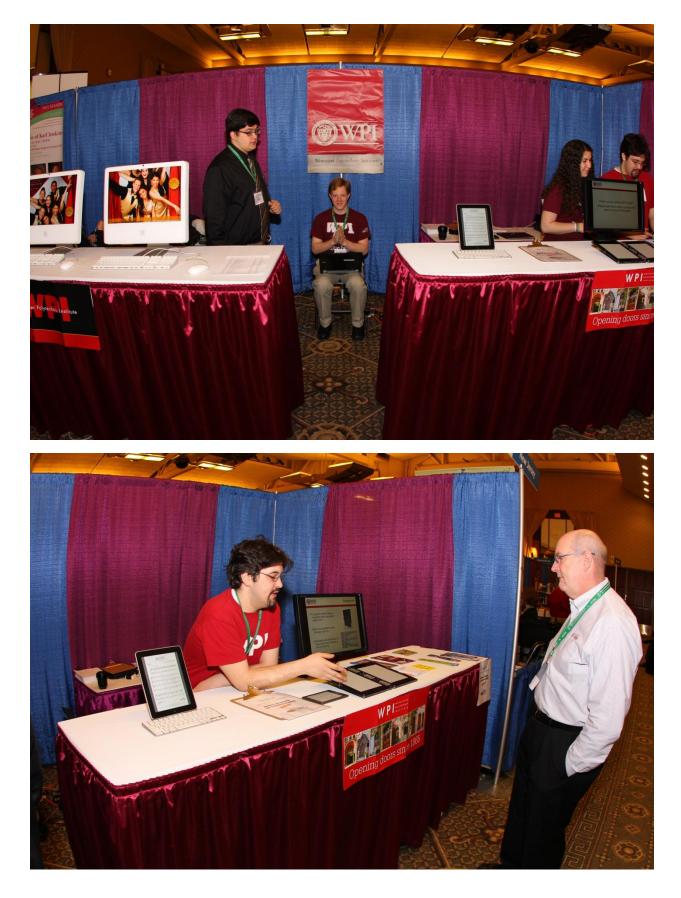
- Pack up all the equipment
- Collect the iPads given out to the readers
- Thank the conductor or host
- Collect the completed surveys











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

TOWARDS A PAPERLESS CHORAL CLASSROOM

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

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Leslie Adler



ACDA Eastern Division Conference 2012 Reading Session Questionnaire

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ACDA Eastern Division Conference 2012 Reading Session Questionnaire

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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 Standard Choral Treasures					
4. In what section		session were you seat Front middle Back middle	ed?	 Front right Back right 	
5. How would y	ou rate your overall experien	ce at the reading session	on with projecte	d sheet music?	
□ 5	4	□ 3	□ 2		
Excellent		Fair		Poor	
6. Rate the brig 5 Very Bright	ntness of the screen at the re	ading session. ☐ 3 Adequate	□ 2	□ 1 Not Bright	
7 From where y	ou were sitting, rate the legi	bility of the projected	sheet music at t	he reading session.	
	□ 4	3	□ 2		
Very Legible		Adequate		Not Legible	
	of the screen used at the rea		□ 2	□ 1 Not Adequate	
	refer presentations showing er 1 page shown	one or two pages of sh I prefer 2 pages s	eet music at a ti hown	me? □ No opinon	
10. Would you	support future paperless read	ding sessions?			
Yes		□ No		No opinion	
	Commo	ata? Bloaco uso the bac	keide of this nam	9	

Comments? Please use the backside of this page.



a ser a s	elow includes your age?			
□ 17 or younger	□ 18-24	□ 25-40	₩41-64	□ 65 or older
2. In a typical day, he	ow many hours do you s	pend on a computer	?	
Less than 1 hour	🖾 1-3 hours	□ 3-5 hours	□ 5-7 hours	More than 7 hours
3. Which reading ses	sion at this conference	did you just attend?		
	SATB Collegiate	□ Men's (Choirs	
🗌 Communit		🗌 Standa	rd Choral Treasures	
🗆 Contempo	orary Literature	🗆 Vocal Ja	azz Choir	
Easy-Mod	erate High School Choirs	🗆 Womer	n's Choir Easy-Adva	nced
🖉 Elementar	y Choir-Boychoirs	🗆 Worshi	p Easy-Advanced Li	terature
🗆 Junior Hig	h and Middle School Cho	birs		
4. In what section of	the room of the reading	g session were you se	eated?	
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5 How would you ra	te your overall experier	ice at the reading ses	sion with projecte	d sheet music?
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Excellent		Fair		Poor
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8 Rate the size of th	e screen used at the rea	ding session.		
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9 Would you prefer	presentations showing	one or two pages of	sheet music at a tir	ne?
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10. Would you suppo	ort future paperless rea	ding sessions?		
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AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

ACDA Eastern Division Conference 2012 Reading Session Questionnaire

 Which catego ☐ 17 or younge 	r 18-24	? □ 25-40	□ 41-64	□ 65 or older
2. In a typical da	ay, how many hours do you	spend on a computer?	?	
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	g session at this conference			
🗆 Adva	nced SATB Collegiate	🗆 Men's C	Choirs	
🗆 Comr	nunity Chorus	🗖 Standar	rd Choral Treasures	
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7. From where y	ou were sitting, rate the le	gibility of the projected	d sheet music at the	reading session.
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🗆 Yes		🗆 No		No opinion
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	AMERICAN CHORAL DIRECTORS ASSOCIATION		2) audette macomba
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ACD	A Eastern Division Confe Reading Session Questio		
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 3. Which reading session at this conference d Advanced SATB Collegiate Community Chorus Contemporary Literature Easy-Moderate High School Choirs Elementary Choir-Boychoirs Junior High and Middle School Choirs 	☐ Men's Cho ☐ Standard C ☐ Vocal Jazz ☐ Women's C ☐ Worship E	horal Treasures	
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joanne@joannehammil.com



1. Which category	below includes your age? □ 18-24	□ 25-40	I 41-64	🗆 65 or older
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1. Which category be	low includes your age?			
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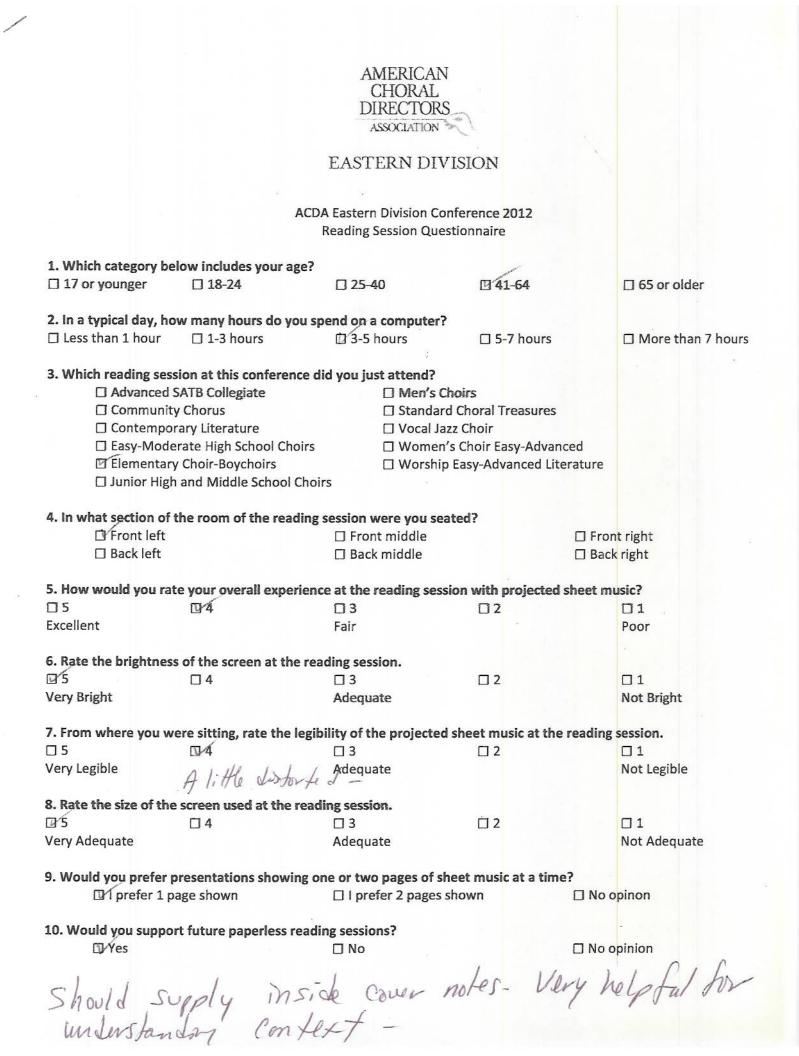
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3. Which reading session	at this conference di	id you just attend?		
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AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

1. Which category be	elow jńcludes your age?			
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1. Which category be	elow includes your age?			
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1. Which category belo	w includes your age?				
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1. Which category b	elow includes your age?			
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9 Would your profes	presentations showing o	ne or two pages of s	heat music at a tim	67
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10. Would you supp	ort future paperless read	ing sessions?		
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AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

1. Which category be	low includes your age?			
🛙 17 or younger	⊡∕18-24	□ 25-40	☐ 41-64	□ 65 or older
2. In a typical day, ho	w many hours do you sp	-		
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6. Rate the brightness	s of the screen at the rea	ding session.		
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		AMERICAN CHORAL DIRECTORS ASSOCIATION EASTERN DIVISI	ON Listerne	strose edu Liste
		Eastern Division Confe Reading Session Questio		
1. Which category hel	low includes your age?			
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2. In a typical day, how	w many hours do you spo 1-3 hours	end on a computer?	5-7 hours	More than 7 hours
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4. In what section of t	he room of the reading s	ession were you seate	d?	
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5. How would you rat	e your overall experience	e at the reading session	n with projected shee	t music?
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Dr. Sheridan Ball 752 N. Orange St. Orange, CA 92867 1 AMERICAN CHORAL DIRECTORS ASSOCIATION EASTERN DIVISION ACDA Eastern Division Conference 2012 **Reading Session Questionnaire** 1. Which category below includes your age? 1 41-64 □ 17 or younger □ 18-24 25-40 □ 65 or older 2. In a typical day, how many hours do you spend on a computer? 191-3 hours Less than 1 hour □ 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 □ Vocal Jazz Choir Contemporary Literature 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? PFront left Front right □ Front middle □ Back left □ Back middle □ Back right 5. How would you rate your overall experience at the reading session with projected sheet music? 172 115 Π4 Π3 Excellent Poor Fair 6. Rate the brightness of the screen at the reading session. 13  $\Box 5$  $\Pi 4$ Π2  $\Box 1$ Very Bright Adequate Not Bright 7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. 173  $\Box 4$ Π2  $\Box 1$ Very Legible Not Legible Adequate 8. Rate the size of the screen used at the reading session. 13 12  $\Box 1$ Π4 Not Adequate Very Adequate 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? M Yes □ No opinion But The people running Projectors have To Turn Pages More effectively

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Sheri	ann -	DIRECTORS ASSOCIATION	5		
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7. From where	you were sitting, rate the l	egibility of the projected	sheet music at t	he reading session.	
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### AMERICAN CHORAL DIRECTORS ASSOCIATION

## EASTERN DIVISION

1. Which category belo	w includes your	age? □ 25-40	<b>1</b> 41-64	4 🛛 65 or older		
2. In a typical day, how Less than 1 hour	many hours do	you spend on a computer 3-5 hours	? 🗆 5-7 h	ours 🛛 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       Standard Choral Treasures						
<ul> <li>Front left</li> <li>Back left</li> </ul>		eading session were you se		Front right		
5. How would you rate 5 Excellent	your overall exp 4	perience at the reading ses □ 3 Fair	sion with pro □ 2	jected sheet music?		
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2. In a typical day, how many hours do you spend on a computer?								
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3. Which reading sess	ion at this conference d	lid you just attend?						
Advanced 9	SATB Collegiate	💋 Men's Cho	oirs					
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🗌 Contempor	rary Literature	🗆 Vocal Jazz	Choir					
Easy-Mode	rate High School Choirs	🛛 Women's	Choir Easy-Adv	anced				
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10. Would you suppo	rt future paperless read	ing sessions?						
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Comments? Please use the backside of this page.								



1. Which cate	gory below includes you	r age?	,	
17 or young	er 🗌 18-24	25-40	41-64	🗆 65 or older
2. In a typical	day, how many hours do	o you spend on a computer	?	
🗆 Less than 1	hour 🖸 1-3 hours	3-5 hours	5-7 hours	More than 7 hours
3. Which read	ing session at this confe	rence did you just attend?		
🗆 Adv	anced SATB Collegiate	Men's	Choirs	
🗖 Con	nmunity Chorus	🗆 Standa	rd Choral Treasures	
🗆 Con	temporary Literature	🗆 Vocal J	azz Choir	
🗆 Easy	y-Moderate High School	Choirs 🛛 Womer	n's Choir Easy-Advar	nced
🗆 Eler	nentary Choir-Boychoirs	🗆 Worshi	p Easy-Advanced Lit	erature
🗖 Juni	or High and Middle Scho	ol Choirs		
4. In what sect	tion of the room of the r	eading session were you se	ated?	
🗆 From	nt left	Front middle		Front right
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5. How would	you rate your overall ex	perience at the reading ses	sion with projected	sheet music?
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8. Rate the size	e of the screen used at the	he reading session. $\sim$	mleft=b	ISSE FOUTH.
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10. Would you	support future paperles	ss reading sessions?		
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ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which category belo	□ 18-24	25-40	□ 41-64	🗋 65 or older
<ul> <li>In a typical day, how</li> <li>Less than 1 hour</li> </ul>	many hours do you spe 1-3 hours	nd on a computer?	🗆 5-7 hours	More than 7 hours
		Li 5-5 nours		
<ul> <li>Advanced SA</li> <li>Community</li> <li>Contempora</li> <li>Easy-Modera</li> <li>Elementary</li> </ul>	Chorus	Men's Choirs Standard Cho Vocal Jazz Ch Women's Ch Worship Eas	oral Treasures	
4. In what/section of th	e room of the reading s	ession were you seated	?	
Front left		Front middle	🗆 Fro	ont right
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			tale and to share have a	
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□ 5	□ 4	Fair	□ 2	
Excellent		Fair		Poor
6. Rate the brightness	of the screen at the read	ling session.		
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Very Bright		Adequate		Not Bright
87 5.36			(* ) (* )	
7. From where you we	re sitting, rate the legibi	lity of the projected she		g session.
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9. Would you prefer pr	esentations showing on	e or two pages of sheet	music at a time?	
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	t future paperless reading			
Yes		🗆 No	THO A	opinion
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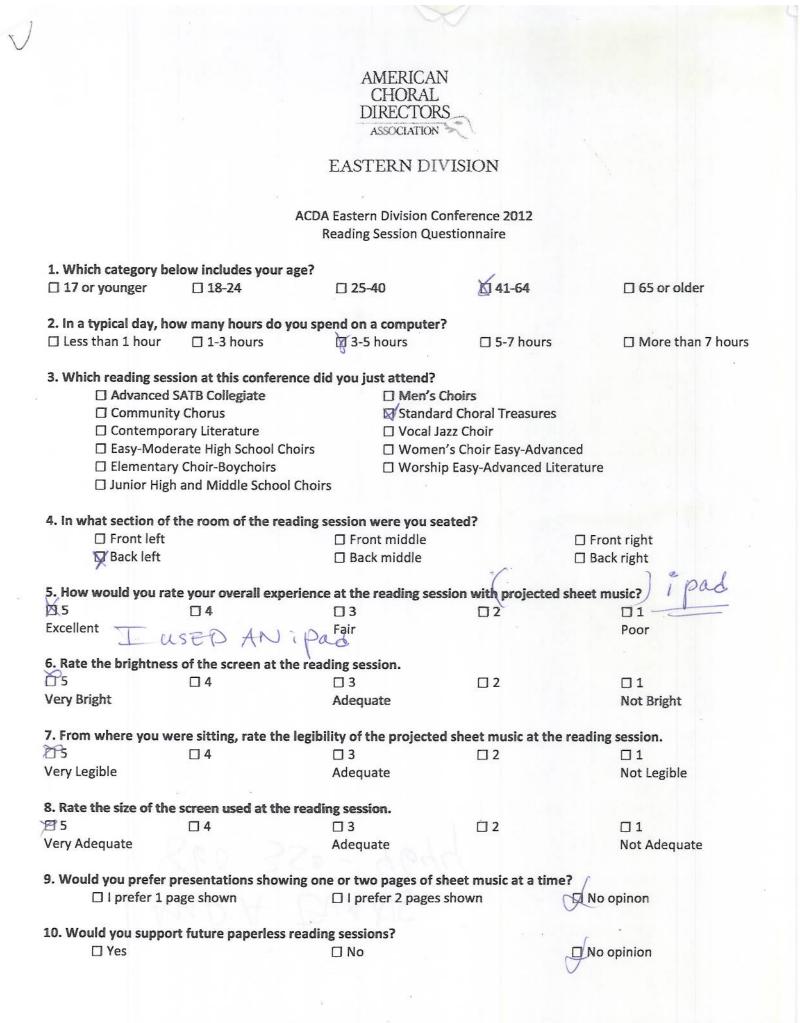
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#### EASTERN DIVISION

1. Which category belo	w includes your age?				
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Less than 1 hour	1-3 hours	🖄 3-5 hour	s [	5-7 hours	More than 7 hours
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Advanced SA	ATB Collegiate		Men's Choirs		
Community	Chorus		Standard Chor		
Contempora	ry Literature		/ocal Jazz Cho		
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Junior High a	and Middle School Choirs	S			
4. In what section of th	e room of the reading s	ession were	you seated?		
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6. Rate the brightness	of the screen at the read	ding session.			
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	re sitting, rate the legibi				
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8. Rate the size of the s	screen used at the readi	ng session.			
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Very Adequate		Adequate			Not Adequate
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Luries					
	Comments	s? Please use	the backside	of this page.	

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Fred Ford		AMERICAN CHORAL DIRECTORS ASSOCIATION		
		EASTERN DIV	ISION	
	A.C.	DA Eastern Division C	onference 2012	
	AC	Reading Session Qu		
1 Which actor	ory below includes your age	2		/
1 17 or young			□ 41 <mark>-</mark> 64	🗹 65 or older
2.527	lay, how many hours do you nour □ 1-3 hours	spend on a computer	7 57Mb	More than 7 hours
🗆 Less than 1 l	nour 🗋 1-3 nours	U 3-5 Hours		
3. Which readi	ng session at this conference			
🗆 Adv	anced SATB Collegiate	🕅 Men's		
	munity Chorus		rd Choral Treasures	
	temporary Literature	□ Vocal J		
and the second sec	-Moderate High School Choir		n's Choir Easy-Advand	
	nentary Choir-Boychoirs		ip Easy-Advanced Lite	rature
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4. In what sect	ion of the room of the readi	ng session were you s	eated? Add (	pribul
Fror		Front middle	AA / Co	Front right
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5. How would	you rate your overall experie	ence at the reading se	ssion with projected	sheet music? Better than 1 I Septected, Poor Than fer
<b>□</b> 5	<b>1</b> /4	□ 3	□ 2	DI Telffected, Poor Than far
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7 From where	you were sitting, rate the le	gibility of the projecte	ed sheet music at the	reading session.
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10 Would you	support future paperless re	ading sessions?	$\overline{\mathbf{D}}$ =	"Ind Mino supportion
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# EASTERN DIVISION

1. Which category b	elow includes your a	ge?		
□ 17 or younger	□ 18-24	☑ 25-40	□ 41-64	☐ 65 or older
	ow many hours do yo	ou spend on a computer		
Less than 1 hour	1-3 hours	☑ 3-5 hours	5-7 hour	s 🛛 More than 7 hours
3. Which reading sea	ssion at this conferen	ce did you just attend?		
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	orary Literature	🗆 Vocal J	azz Choir	
Greek to carrie a construction of the second	erate High School Cho		n's Choir Easy-Adv	vanced
	ry Choir-Boychoirs		p Easy-Advanced	
	h and Middle School			
4. In what section of	the room of the read	ding session were you se	sted?	
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5. How would you ra	ite your overall expe	rience at the reading ses	sion with project	ed sheet music?
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	ss of the screen at the	e reading session.		
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Very Bright		Adequate		Not Bright
7. From where you w	vere sitting, rate the	legibility of the projecte	d sheet music at t	the reading session.
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8. Rate the size of th				1.
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Very Adequate		Adequate		Not Adequate
9. Would you prefer	presentations showing	ng one or two pages of s	sheet music at a ti	ime?
🖾 l prefer 1 j	bage shown	□ I prefer 2 pages	shown	No opinon
10. Would you suppo	ort future paperless r	eading sessions?		- 2
<b>□</b> /Yes		□ No		No opinion
With great	Improveme	rt,		
	Jesi			



1 Which antenary by	low includes your			
	elow includes your age		<b>D</b> 41 C4	□ 65 or older
□ 17 or younger	□ 18-24	□-25-40	41-64	
2. In a typical day, h	ow many hours do vou	spend on a computer?		
🖉 Less than 1 hour	□ 1-3 hours	□ 3-5 hours	5-7 hours	☐ More than 7 hours
3. Which reading ses	sion at this conference	e did you just attend?		
□ Advanced	SATB Collegiate	🗌 Men's C	hoirs	
🗌 Communit	ty Chorus	Standar	d Choral Treasures	
Contempo	orary Literature	🗆 Vocal Ja	zz Choir	
Easy-Mod	erate High School Choi	rs 🛛 Women	's Choir Easy-Advand	ced
🗆 Elementar	y Choir-Boychoirs	🗆 Worship	b Easy-Advanced Lite	rature
🗌 Junior Hig	h and Middle School C	hoirs		
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Duckien				
5. How would you ra	te vour overall experi	ence at the reading sess	sion with projected	sheet music?
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6. Rate the brightnes	s of the screen at the	reading session.		
□ 5 □ 5	□ 4	Ø 3	□ 2	
Very Bright		Adequate		Not Bright
,				
7. From where you v	vere sitting, rate the le	gibility of the projected	d sheet music at the	reading session.
□ 5	□ 4	□ 3	□ 2	<b>Z</b> 1
Very Legible		Adequate		Not Legible
, ,				
8. Rate the size of th	e screen used at the r	eading session.		
□ 5	Ø 4	3	<u> </u>	
Very Adequate	1	Adequate		Not Adequate
9. Would you prefer	presentations showin	g one or two pages of s	heet mus <mark>ic</mark> at a time	?
🛒 l prefer 1	page shown	I prefer 2 pages	shown	□ No opinon
10. Would you suppo	ort future paperless re	ading sessions?		
		Ø No		No opinion
u		12		24 A



1. Which category be	low includes your ag	e?		
□ 17 or younger	□ 18-24	2-25-40	□ 41-64	□ 65 or older
		/~		
2. In a typical day, ho	w many hours do yo	u spend on a computer	?	
🗆 Less than 1 hour	1-3 hours	3-5 hours	□ 5-7 hours	More than 7 hours
3. Which reading ses	sion at this conference	e did you just attend?		
	SATB Collegiate	Men's		
🗆 Communit	• A Construction of the second s		rd Choral Treasures	
(1994) 	rary Literature	🗆 Vocal J		
	erate High School Cho		n's Choir Easy-Advar	
	y Choir-Boychoirs		p Easy-Advanced Lit	erature
🗆 Junior High	and Middle School C	hoirs		
	the room of the read	ing session were you se	eated?	
Front left		□ Front middle		Front right
□ Back left		Back middle		Back right
F. U.S	·····			ale and associa?
	12	ience at the reading ses		
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Excellent		Fair		Poor
6. Rate the brightnes	s of the screen at the	roading session		
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iciy biight		Aucquare		Hot Bright
7. From where you w	ere sitting, rate the l	egibility of the projecte	d sheet music at the	e reading session.
□ 5	□ 4	☑ 3	□ 2	
Very Legible		Adequate		Not Legible
, с				
8. Rate the size of the	e screen used at the r	eading session.		
<b>₽</b> 5	□ 4	□ 3	白 2	
Very Adequate		Adequate		Not Adequate
1				
9. Would you prefer	presentations showing	g one or two pages of s	sheet musi <mark>c</mark> at a tim	e?
🖉 l prefer 1 p	age shown	I prefer 2 pages	s shown	No opinon
/		×		
10. Would you suppo	rt future paperless re			
Pres		🗆 No		No opinion
		2		

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		EASTERN DIV	ISION	
		ACDA Eastern Division Con Reading Session Ques		
1. Which category be	low includes your a	ge?	1	
□ 17 or younger	□ 18-24	□ 25-40	41-64	□ 65 or older
<b></b>			/	
2. In a typical day, ho I Less than 1 hour	w many hours do y	ou spend on a computer? □ 3-5 hours	5-7 hours	☐ More than 7 hours
		L 3-5 Hours		
		nce did you just attend?		
	SATB Collegiate	Men's C		
Communit			d Choral Treasures	
a second a second s	rary Literature	🗆 Vocal Ja:		
and the second sec	erate High School Ch		s Choir Easy-Advar	
	y Choir-Boychoirs		Easy-Advanced Lit	erature
	n and Middle School	Choirs		
4. In what section of	the room of the rea	ding session were you sea	fed?	/
☐ Front left		□ Front middle	iteu.	☑ Front right
Back left		□ Back middle		□ Back right
5. How would you rai	te your overall expe	rience at the reading sess	ion with projected	sheet music?
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6. Rate the brightnes	s of the screen at th	e reading session		
		3	<b>□</b> 2	01
Very Bright	<b>D</b> .	Adequate		Not Bright
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7. From where you w	ere 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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8. Rate the size of the				
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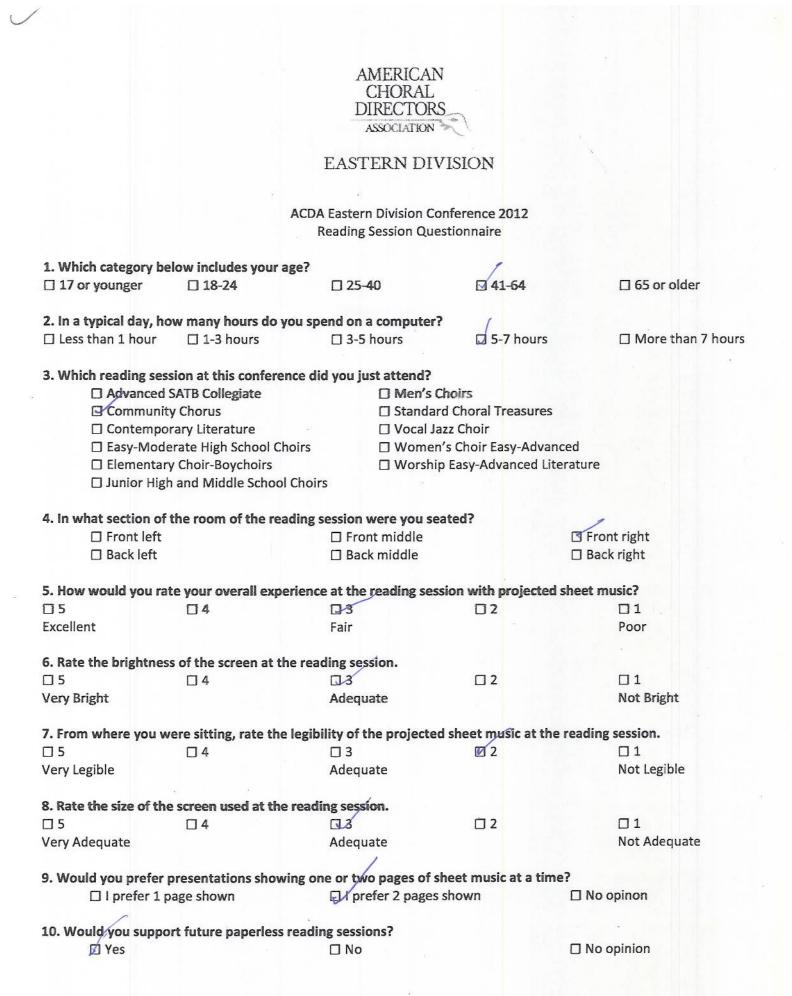
AMERICAN CHORAL DIRECTORS ASSOCIATION

# EASTERN DIVISION

1. Which category be	elow includes your ag	e?		
□ 17 or younger	18-24	□ 25-40	□ 41-64	□ 65 or older
2. In a typical day, he	ow many hours do yo	u spend on a computer?		
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3. Which reading ses	sion at this conferen	ce did you just attend?		
	SATB Collegiate	🗌 Men's C	hoirs	
🗋 Communit	y Chorus	🗆 Standar	d Choral Treasures	
🗆 Contempo	rary Literature	🗆 Vocal Ja	zz Choir	
Easy-Mode	erate High School Cho	oirs 🛛 Women	's Choir Easy-Advance	d
🗆 Elementar	y Choir-Boychoirs	🗆 Worship	Easy-Advanced Litera	iture
🗆 Junior Higi	h and Middle School (			
4. In what section of	the room of the read	ling session were you sea	ated?	
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8. Rate the size of the	e screen used at the r	eading session.		
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10. Would you suppo	ort future panerless re	eading sessions?		
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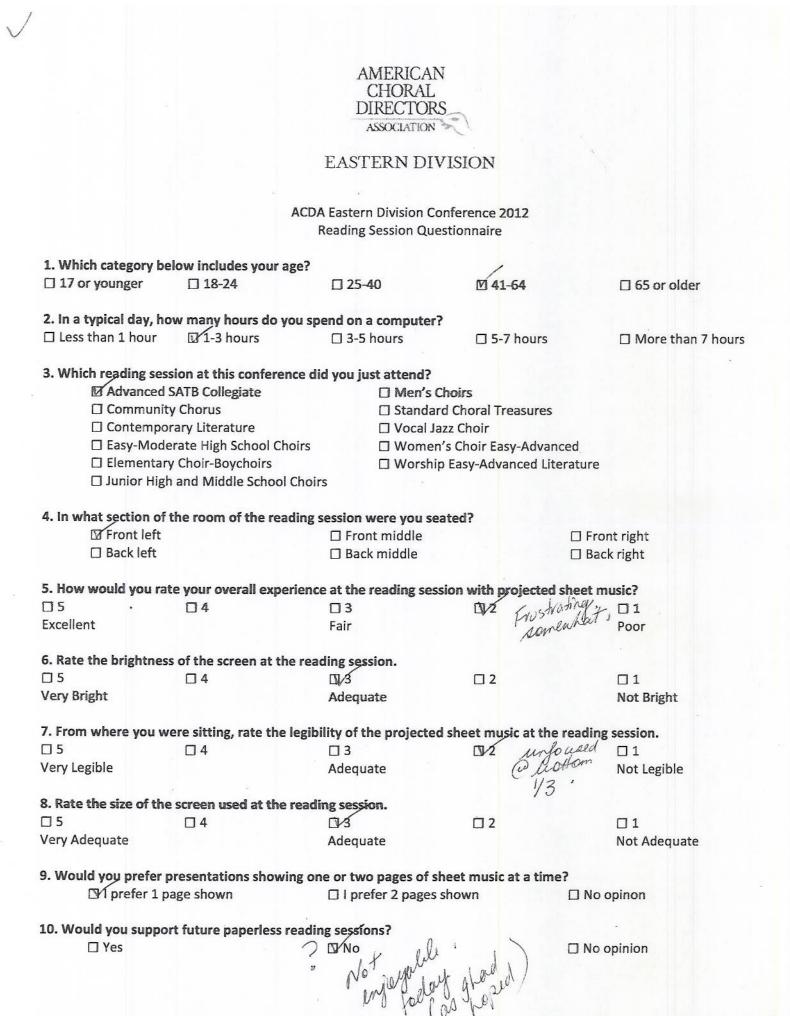
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		EASTERN DIV	ISION	
		ACDA Eastern Division Cor Reading Session Ques		
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☐ 17 or younger	□ 18-24	25-40	□ 41-64	□ 65 or older
2. In a typical day, h □ Less than 1 hour	ow many hours do y 1-3 hours	ou spend on a computer?	5-7 hours	□ More than 7 hour
		nce did you just attend?		
/ •	SATB Collegiate	Men's Cl		
Communi			d Choral Treasures	
	orary Literature	🗆 Vocal Jaz		
	erate High School Ch ry Choir-Boychoirs		's Choir Easy-Advance	
I Flementa	V I noir-Rovenoirs	1 I Worchin		
	2 C		Easy-Advanced Litera	ature
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🗆 Junior Hig	h and Middle School	Choirs		ature
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<ul> <li>☐ Junior Hig</li> <li>4. In what section of</li></ul>	h and Middle School the room of the rea te your overall expe 4 4 ss of the screen at th 4 vere sitting, rate the 4 e screen used at the 4 presentations showing page shown	Choirs ding session were you sea □ Front middle □ Back middle rience at the reading sess X 3 Fair e reading session. □ 3 Adequate legibility of the projected X 3 Adequate reading session. □ 3 Adequate ing one or two pages of sh □ 1 prefer 2 pages s	ion with projected sh 2 2 sheet music at the re 2 2 contained the results of the results o	□ Front right □ Back right meet music? □ 1 Poor □ 1 Not Bright eading session. □ 1 Not Legible □ 1 Not Adequate
<ul> <li>☐ Junior Hig</li> <li>4. In what section of</li></ul>	h and Middle School the room of the rea te your overall expe 4 4 ss of the screen at th 4 vere sitting, rate the 4 e screen used at the 4 presentations showing page shown	Choirs ding session were you sea □ Front middle □ Back middle rience at the reading sess X 3 Fair e reading session. □ 3 Adequate legibility of the projected X 3 Adequate reading session. □ 3 Adequate ing one or two pages of sh □ 1 prefer 2 pages s	ion with projected sh 2 2 sheet music at the re 2 in 2 in 2	<ul> <li>Front right</li> <li>Back right</li> <li>Back right</li> <li>ading session.</li> <li>1 Not Bright</li> <li>Back right</li> <li>Back right</li></ul>

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			ACDA Eastern Division Cor Reading Session Ques		
	1. Which category be	low includes your a	ge?		
	☐ 17 or younger	□ 18-24	□ 25-40	041-64	□ 65 or older
	2. In a typical day, ho Less than 1 hour	w many hours do y	ou spend on a computer?	🗆 5-7 hours	□ More than 7 hours
	Advanced S     Community     Contempor     Easy-Mode     Elementary	ATB Collegiate y Chorus ary Literature rate High School Ch y Choir-Boychoirs	□ Vocal Jaz oirs □ Women's □ Worship	Choral Treasures	nced
		and Middle School	Choirs		
		he room of the rea	ding session were you sea	ted?	
	Front left		Front middle Back middle		<ul> <li>Front right</li> <li>Back right</li> </ul>
					Deckinght
			rience at the reading sessi		I sheet music?
	5 Excellent	□4	□ 3 Fair	×2	
	Excellent		Fair		Poor
	6. Rate the brightness	of the screen at th	e reading session.		
	□ 5	□ 4	3	□ 2	
	Very Bright		Adequate		Not Bright
	7. From where you we	ere sitting, rate the	legibility of the projected	sheet music at th	e reading session.
	□ 5	□ 4		122	
	Very Legible		Adequate	$\bigtriangleup$	Not Legible
	Q. Dobo the size of the		and the Constant		
	<ol> <li>Rate the size of the</li> <li>5</li> </ol>			<u> </u>	□1
	Very Adequate		Adequate	02	Not Adequate
	9. Would you prefer p		ng one or two pages of sh		ne?
	10. Would you suppor	rt future paperless	reading sessions?		
	□ Yes	paperied i			□ No opinion





1. Which category be	low includes your age?		1			
17 or younger	□ 18-24	□ 25-40	🖾 41-64	□ 65 or older		
2 In a traical day, he	w many hours do you s	Contractor o computer				
🖾 Less than 1 hour	□ 1-3 hours	□ 3-5 hours	□ 5-7 hours	☐ More than 7 hours		
3. Which reading sess	sion at this conference	did you just attend?				
Advanced :	SATB Collegiate	Men's Cl	hoirs			
Communit		Standard	d Choral Treasures			
	, rary Literature	□ Vocal Ja:				
	erate High School Choirs	· · · · · · · · · · · · · · · · · · ·	's Choir Easy-Advance	d		
이는 것이 같은 것이 있는 것이 같이 없는 것이 없는 것이 없는 것이 없는 것이 없다.	y Choir-Boychoirs		Easy-Advanced Litera			
	and Middle School Cho		Lusy Autometa Liter	iture		
	and middle sensor ene					
4. In what section of	the room of the reading	g session were you sea	ited?			
🗆 Front left	3	🗹 Front middle		Front right		
Back left		Back middle		Back right		
Construction of the second second second second second	te your overall experier	ice at the reading sess	ion with projected sh	eet music?		
<b>□</b> 5	14	□3	□ 2			
Excellent		Fair		Poor		
				12		
	s of the screen at the re					
□ 5	□ 4	Ø 3	□ 2			
Very Bright		Adequate		Not Bright		
7. From where you w	ere sitting, rate the legi	bility of the projected	sheet music at the re	ading session.		
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Very Legible		Auequate		NOT LEGISIE		
8. Rate the size of the	screen used at the rea	ding session.				
□ 5	□ 4	<b>I</b> 3	<u><u></u> <u></u> <u></u> <u></u> 2</u>			
Very Adequate		Adequate		Not Adequate		
•		•				
9. Would you prefer presentations showing one or two pages of sheet music at a time?						
🛿 I prefer 1 p	age shown	I prefer 2 pages s	shown	] No opinon		
10 Would you suppo	rt future paperless read	ling sessions?				
Yes	it intuie paperiess leat			□ No opinion		
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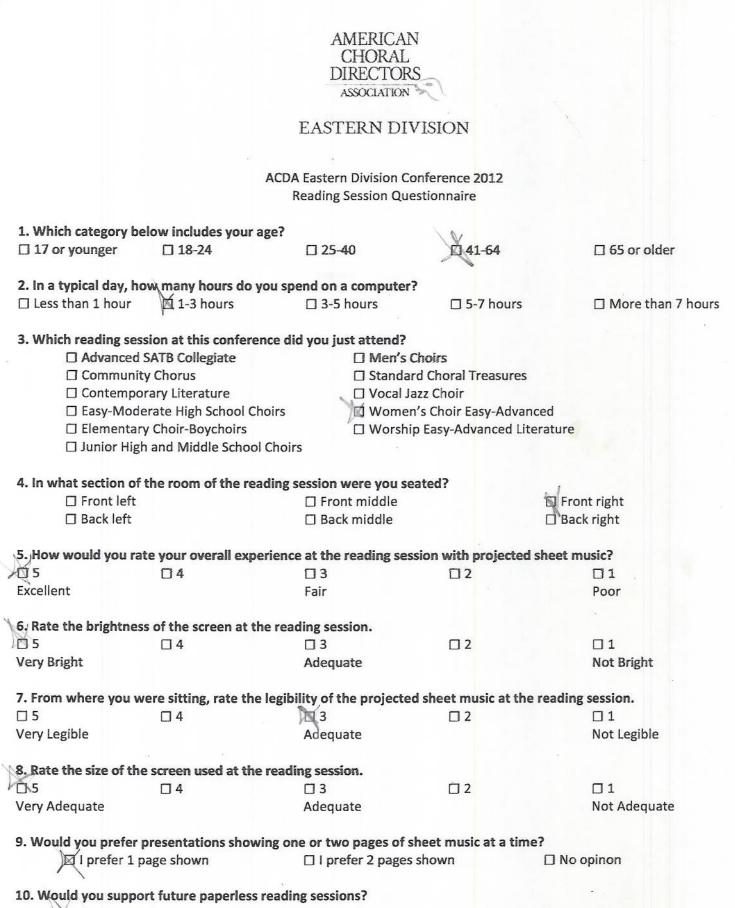
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#### EASTERN DIVISION

ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which category bel	ow includes your age?	/		
17 or younger	□ 18-24	25-40	□ 41-64	🗆 65 or older
	w many hours do you sp			
Less than 1 hour	🖾 1-3 hours	□ 3-5 hours	5-7 hours	More than 7 hours
3. Which reading sess	ion at this conference d			
Advanced S	ATB Collegiate	Men's Choi	irs	
🗖 Community	/ Chorus	🗆 Standard C	horal Treasures	
Contempor	ary Literature	🗌 Vocal Jazz (	Choir	
이 것이다. 방법은 가격에서 영향 것 같아요. 것이 같아. 말했다.	rate High School Choirs	🗆 Women's (	Choir Easy-Advanced	
	Choir-Boychoirs		asy-Advanced Literatur	e
	and Middle School Choi			
	and middle school choi	5		
A In what section of t	he room of the reading	session were you seate	d?	
□ Front left	and room of the reduing	D Front middle		ront right
Back left		Back middle		ack right
				dek light
F. Haw would you not	e your overall experience	o at the reading session	n with projected sheet	music?
	. /			
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Excellent		Fair		Poor
		ding appairs		
	s of the screen at the rea		<b>— — —</b>	01
□ 5	⊠⁄4		□ 2	Contraction of the second seco
Very Bright		Adequate	9	Not Bright
	tota and the least	the state musicated of	ant music at the road	ing socion
	ere sitting, rate the legit			
CV/5	□ 4	□ 3	□ 2	
Very Legible		Adequate		Not Legible
	screen used at the read			
□ 5	□ 4	□ 3	□ 2	
Very Adequate		Adequate		Not Adequate
		/		
	presentations showing o	ne or two pages of she	et music at a time?	
🗆 l prefer 1 p	age shown	1 prefer 2 pages she	own 🗆 🕅	lo opinon
/	11	2 13		
1	rt future paperless read			
🖵 Yes		🗆 No		lo opinion
and the		17 DOMESTIC CONTRACTOR AND		

Comments? Please use the backside of this page.



Q Yes

🗆 No

□ No opinion

# EASTERN DIVISION

1. Which category be	elow includes your age	?		
□ 17 or younger	□ 18-24	₹25-40	□ 4 <mark>1-64</mark>	□ 65 or older
	-	spend on a computer?		
Less than 1 hour	1-3 hours	□ 3-5 hours	🗆 5-7 hour	s More than 7 hours
3. Which reading ses	sion at this conference	Shaotte taui uov hib		
	SATB Collegiate	□ Men's C	hoire	
Communit			d Choral Treasure	20
	rary Literature	Vocal Ja		
	erate High School Choir		's Choir Easy-Adv	vanced
and the second	y Choir-Boychoirs		Easy-Advanced	
	h and Middle School Ch	13		
	the room of the reading	ng session were you sea	ated?	
Front left		□ Front middle		Front right
Back left		Back middle		Back right
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1. Which catego	ory below includes your a	ge?			
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andz	M U712	ACDA Eastern Division Co		
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Dr. Sh	eridan B. jb@gmail. 3509	ALL AND AND CAN		
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Don St. Jean Salve Regina. 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 1 41-64 ☐ 65 or older 2. In a typical day, how many hours do you spend on a computer? 5-7 hours □ Less than 1 hour □ 1-3 hours □ 3-5 hours fore 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 N 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? 15 14 □3  $\square 2$ Excellent Fair Poor 6. Rate the brightness of the screen at the reading session. Π4 Π3  $\Box 1$ Very Bright Adequate Not Bright 7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. 1/1  $\Box 4$ Π3  $\overline{Q}/2$ Very Legible Adequate Not Legible 8. Rate the size of the screen used at the reading session. 11/2 Π5  $\Pi 4$ Π3  $\Pi 1$ Very Adequate Adequate Not Adequate 9. Would you prefer presentations showing one of 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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1. Which category bel	ow includes your age?		<i>•</i>			
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 $\Box 1$ 

Not Bright

4. In what section of the room o	f the reading session w	vere you seated?

Junior High and Middle School Choirs

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5. How would	you rate your overall e	operience at the reading sess	ion with projected	d sheet music?
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7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. 卤2 5  $\Box$  1 Not Legible Very Legible Adequate 8. Rate the size of the screen used at the reading session.

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ding sessions?	
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#### EASTERN DIVISION

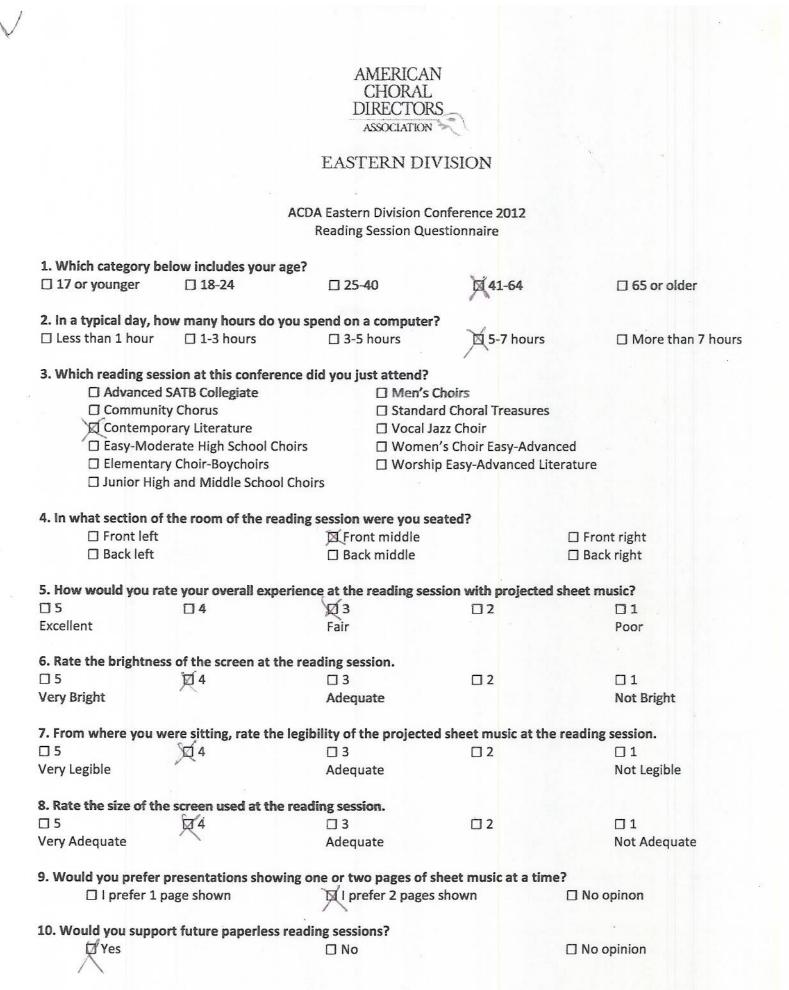
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1. Which category belo	ow includes your age?					
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9. Would you prefer p	resentations showing or	ne or two p	ages of sheet	music	at a time?	
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	/	$\sim$				
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	elow includes your age?				
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Communit			rd Choral Treasures		
1	rary Literature	🗆 Vocal Ja			
	erate High School Choirs		n's Choir Easy-Advan		
	y Choir-Boychoirs		p Easy-Advanced Lite	erature	
U Junior Higi	h and Middle School Cho	DIRS			
	the room of the reading	g session were you se	ated?		
🗹 Front left		Front middle		Front right	
Back left		Back middle		Back right	
5. How would you ra	te your overall experier	ice at the reading ses	sion with projected	sheet music?	
<b>□</b> 5	□4	3	□2	01	
Excellent		Fair	*	Poor	
a a - 6					
1774	s of the screen at the re		,		
□ 5	□ 4	□ 3	12/2		
Very Bright		Adequate		Not Bright	
7. From where you w	vere sitting, rate the legi	bility of the projecte	d sheet music at the	reading session.	
□ 5	□ 4	□ 3	12	□1	
Very Legible		Adequate		Not Legible	
8. Rate the size of the	e screen used at the rea	ding session.			
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Very Adequate		Adequate		Not Adequate	
9. Would you prefer	presentations showing	one or two pages of s	heet music at a time	e?	
🗹 l prefer 1 p		□ I prefer 2 pages		□ No opinon	
10. Would you suppo	ort future paperless read	ling sessions?			
Q Yes	and paperious loss	□ No		□ No opinion	





1. Which category be	low includes your ap	ge?		
□ 17 or younger	□ 18-24	25-40	□ 4 <mark>1-64</mark>	☐ 65 or older
2. In a typical day, ho	w many hours do vo	u spend on a computer?		
□ Less than 1 hour	🖾 1-3 hours	□ 3-5 hours	5-7 hours	□ More than 7 hours
	P			
3. Which reading ses	sion at this conferen	ce did you just attend?		
	SATB Collegiate	🗆 Men's C	hoirs	
Community Chorus				
3 <u>6</u> 3	rary Literature	Vocal Ja	zz Choir	
Easy-Mode	rate High School Cho	oirs 🛛 🗆 Women	's Choir Easy-Advar	nced
	/ Choir-Boychoirs		Easy-Advanced Lit	
	and Middle School (	Sector Se		
5				
4. In what section of	the room of the read	ling session were you se	ated?	
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Back left		Back middle		☐ Back right
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6. Rate the brightnes	s of the screen at the	e reading session.		
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8. Rate the size of the	screen used at the i	reading session.		
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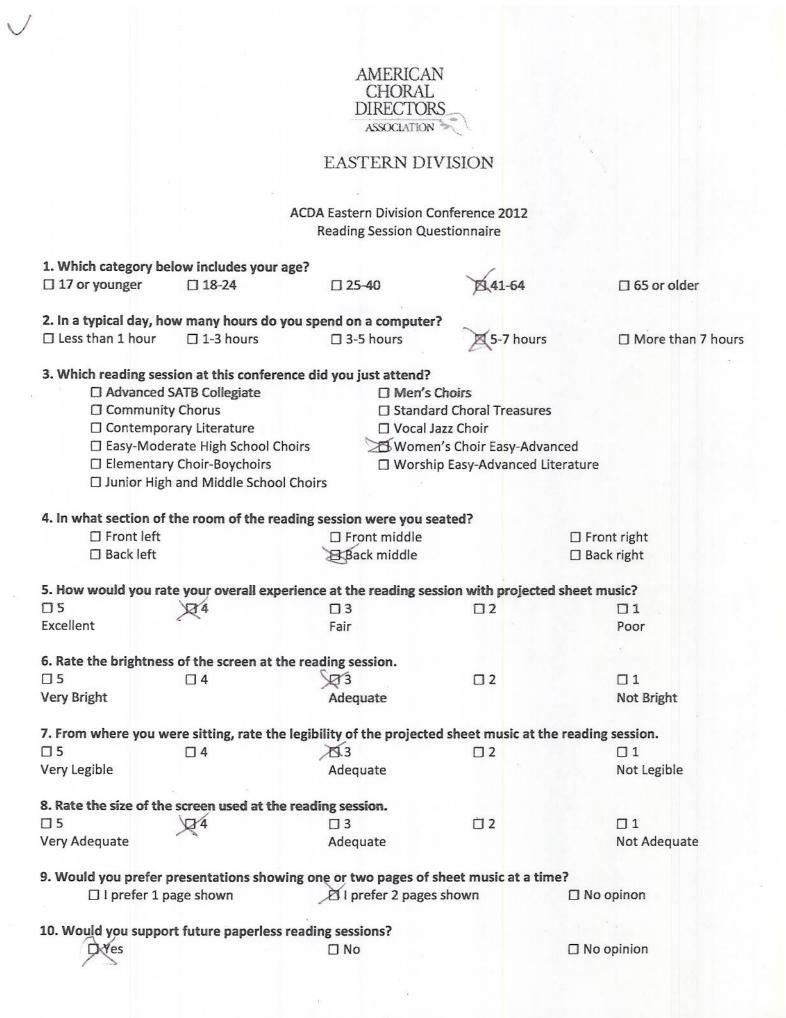
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	low includes your age?	<b>G</b> ac <i>t</i> a	P141-64		
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3. Which reading sess	ion at this conference d	id you just attend?			
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	rate High School Choirs	□ Women's C	Choir Easy-Advanced		
	Choir-Boychoirs		sy-Advanced Literatur	e	
-	and Middle School Choi				
4. In what section of t	the room of the reading	session were you seate	d?		
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6. Rate the brightness	s of the screen at the rea	ading session.			
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, 5					
7. From where you we	ere sitting, rate the legil	pility of the projected sh	eet music at the readi	ing session.	
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Very Legible		Adequate		Not Legible	
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8. Rate the size of the	screen used at the read	ling session.			
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9. Would you prefer p	presentations showing o	ne or two pages of shee	t music at a time?		
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D. H. C. P		D. F			
10. Would you support	rt future paperless read	ing sessions?			
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#### ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which category be	low includes your ag	e?	-			
□ 17 or younger	□ 18-24	□ 25-40	141-64	□ 65 or older		
			A			
2. In a typical day, ho	w many hours do you	u spend on a computer	?			
Less than 1 hour	1-3 hours	□ 3-5 hours	□ 5-7 hours	☐ More than 7 hours		
3. Which reading sess	ion at this conferenc	e did you just attend?				
Advanced S	SATB Collegiate	🛛 Men's (	Choirs			
Community		🗆 Standar	rd Choral Treasures			
Contempor			Vocal Jazz Choir			
	rate High School Choi		n's Choir Easy-Advan			
and a second sec	Choir-Boychoirs		p Easy-Advanced Lit	erature		
Junior High	and Middle School C	hoirs				
	the room of the read	ing session were you se	ated?			
Front left		□ Front middle		Front right		
Back left		Back middle		Back right		
5 How would you rat	e vour overall evneri	ence at the reading ses	sion with projected	shoot music?		
		KI 3				
Excellent		Fair	04	Poor		
		i dii		1001		
6. Rate the brightness	of the screen at the	reading session.				
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Very Bright		Adequate		Not Bright		
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	ere sitting, rate the le	egibility of the projected				
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9 Would you prefer n	resentations showin	g one or two pages of s	heet music at a tim	•?		
S. would you prefer p		□ I prefer 2 pages		No opinon		
Shereitin		Di picici z pages		China akuran		
10. Would you suppor	rt future paperless re	ading sessions?				
□ Yes		No		No opinion		
		1				

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# EASTERN DIVISION

1. Which category b	elow includes your age	?		
□ 17 or younger	□ 18-24	□ 25-40	□ 41-64	65 or older
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2. In a typical day, h	ow 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
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	ssion at this conference			
	SATB Collegiate	□ Men's (		
Communi	<i>n</i>	Contraction of the second	rd Choral Treasures	
	orary Literature	U Vocal Ja		
72	erate High School Choir		n's Choir Easy-Advar	
	ry Choir-Boychoirs h and Middle School Ch		p Easy-Advanced Lit	terature
		10115		
4. In what section of	the room of the readir	ng session were you se	ated?	
	(toread nants cree			Front right
Back left	4	□ Back middle		□ Back right
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				an 1
6. Rate the brightnes	ss of the screen at the r	and the second		
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very Bright g	/	Adequate		Not Bright
7 From whore you w	uara citting rata the law	ribility of the projector	d choot music at the	a reading coscion
	vere sitting, rate the leg			
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Legiste		Adequate		Not Legisle
8. Rate the size of th	e screen used at the re	ading session.		
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9. Would you prefer	presentations showing	one or two pages of s	heet music at a tim	ie?
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	ort future paperless rea			
🗆 Yes		🗆 No	$\vee$	No opinion



1. Which category b	elow includes your age?			
□ 17 or younger	□ 18-24	□ 25-40	141-64	□ 65 or older
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2. In a typical day, h	ow many hours do you s	pend on a computer?		
Less than 1 hour	1-3 hours	☑ 3-5 hours	□ 5-7 hours	More than 7 hours
	ssion at this conference o			
	SATB Collegiate	Men's Ch		
Communi			Choral Treasures	
	orary Literature	Vocal Jazz		
	erate High School Choirs		s Choir Easy-Advan	
	ry Choir-Boychoirs		Easy-Advanced Lite	erature
L Junior Hig	h and Middle School Cho	irs		
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4. In what section of	the room of the reading		tea :	
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6. Rate the brightnes	ss of the screen at the rea	ading session.		
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Very Bright		Adequate		Not Bright
7. From where you w	vere sitting, rate the legil	pility of the projected s	sheet music at the	e reading session.
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	10 Ø.			
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	ort future paperless read			
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	ACD	AMERICAN CHORAL DIRECTORS ASSOCIATION EASTERN DIVI		
		Reading Session Ques	stionnaire	
1 Which cates	ory below includes your age?			
17 or young		□ 25-40	41-64	□ 65 or older
2. In a typical o	lay, how many hours do you s	pend on a computer?	5-7 hours	
🗆 Less than 1 l	nour 🔲 1-3 hours	□ 3-5 hours	5-7 hours	More than 7 hours
☐ Adva ☐ Com ☐ Cont ☐ Easy ☐ Elem	ng session at this conference of anced SATB Collegiate munity Chorus temporary Literature -Moderate High School Choirs mentary Choir-Boychoirs or High and Middle School Cho	☐ Men's C ☐ Standard ☐ Vocal Jaa ☐ Women' ☐ Worship	d Choral T <mark>reasure</mark> s	inced
4. In what sect	ion of the room of the reading	session were you sea	ted?	
Fron	t left	🛛 Front middle		Front right
Back	: left	Back middle		Back right
5. How would 5 Excellent	you rate your overall experien	ce at the reading sess	ion with projecte	d sheet music? □ 1 Poor
6. Rate the brig	shtness of the screen at the re	ading session.		
	□ 4	X 3	□ 2	
Very Bright		Adequate		Not Bright
5 Very Legible	you were sitting, rate the legi □ 4	□ 3 Adequate	sheet music at th 2	ne reading session. ☐ 1 Not Legible
8. Rate the size	of the screen used at the read	ding session.		
Very Adequate	□ 4	□ 3 Adequate	□ 2	□ 1 Not Adequate
	refer presentations showing on fer 1 page shown	one or two pages of sh I prefer 2 pages s		me? □ No opinon
10. Would you	support future paperless read	ing sessions?		
Yes	607 E E	□ No		🗆 No opinion
	Common	to 2 Disease was the her	ucido of this name	

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1. Which category be	low includes your ag			
☐ 17 or younger	Ø 18-24	□ 25-40	□ 41-64	□ 65 or older
2. In a typical day, ho	w many hours do you	spend on a computer?	<b>,</b>	
Less than 1 hour	DK1-3 hours			
	Lact-3 nours	□ 3-5 hours	□ 5-7 hours	□ More than 7 hours
		e did you just attend?		
□ Advanced S	SATB Collegiate	🗌 Men's C	Choirs	
Community	y Chorus	🗆 Standar	d Choral Treasures	S
Contempor	rary Literature	🗆 Vocal Ja	azz Choir	
Easy-Mode	rate High School Choi	rs 🛛 🕅 Women	's Choir Easy-Adva	anced
	/ Choir-Boychoirs		o Easy-Advanced L	
	and Middle School C		,	
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	the room of the readi	ng session were you se	ated?	
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5. How would you rat	e vour overall experi	ence at the reading sess	sion with projecte	d sheet music?
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Very Bright		Adequate		Not Bright
7 From where you w	are sitting rate the la	gibility of the projected	l choot mucic at th	o reading cossion
	L) 4		¥2	
Very Legible		Adequate		Not Legible
8. Rate the size of the	screen used at the re	ading session.		
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Very Adequate	/	Adequate		Not Adequate
9. Would you prefer n	resentations showing	g one or two pages of sl	heet music at a tin	200
l prefer 1 p		□ I prefer 2 pages		□ No opinon
A picici 1 pi	ape site att	D I PIEIEI Z Pages	3110 4411	
10. Would you support	rt future paperless re	ading sessions?		
Yes		□ No		No opinion
$\tau \mathbf{v}$				



1 Which category by	elow includes your age?			
□ 17 or younger		25-40	□ 41-64	□ 65 or older
TI TI OL ADDUBEL	□ 10-24	123-40	1 41-04	
2. In a typical day, he	ow many hours do you sp	end on a computer?		
□ Less than 1 hour	□ 1-3 hours	□ 3-5 hours	₩ 5-7 hours	☐ More than 7 hours
		<b>D</b> = =	*	
3. Which reading ses	sion at this conference d	id you just attend?		
□ Advanced	SATB Collegiate	Men's Cho	irs	
Communit	100	Standard C	horal Treasures	
	rary Literature	Vocal Jazz	Choir	
	erate High School Choirs	₩ Women's 0	Choir Easy-Advan	ced
	y Choir-Boychoirs		asy-Advanced Lite	
	h and Middle School Choi			
2 series 1.18				
4. In what section of	the room of the reading	session were you seate	d?	
Front left		□ Front middle		□ Front right
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6 Rate the brightnes	s of the screen at the rea	ding session		
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	L) 7	Adequate		Not Bright
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7 From whore you y	vere sitting, rate the legit	ulity of the projected sh	poot music at the	reading session
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O Data tha star af th				
	e screen used at the read		<b>□</b> 2	<b>X</b> 1
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	ort future paperless readi			
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1. Which category belo			4					
☐ 17 or younger	□ 18-24	□ 25-40	1 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 SA		Men's Choirs						
Community		Standard Ch						
Contempora		□ Vocal Jazz Ch						
	ate High School Choirs		oir Easy-Advanced					
	Choir-Boychoirs		y-Advanced Litera	ture				
囚 Junior High a	and Middle School Choirs							
4. In what section of th	e room of the reading s	ession were you seated	?					
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See See See and the second	your overall experience	at the reading session	with projected sh	eet music?				
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7. From where you we	re sitting, rate the legibi	lity/of the projected she	et m <mark>u</mark> sic at the re	ading session.				
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				0				
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5. Would you prefer pr	n an an an a' gun an	□ I prefer 2 pages show		∃ No opinon				
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10. Would kou support	future paperless readin	g sessions?						
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ı	Comments	? Please use the backsid	e of this page.					

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		AMERICAN CHORAL DIRECTORS ASSOCIATION	Cielos	n Johannessen 13-687-3774		
		EASTERN DIVISIO	ON JUNG	messen@portsmouth K12.n4.us		
		Eastern Division Confer	ence 2012			
1. Which category below	w 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 sp	end on a computer?				
Less than 1 hour	1-3 hours	□ 3-5 hours	5-7 hours	☐ More than 7 hours		
3. Which reading sessio						
Advanced SA		🗆 Men's Choir				
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Contemporar	y Literature	🗌 Vocal Jazz C	hoir			
🗋 Easy-Modera	te High School Choirs	🛛 Women's C	hoir Easy-Advance	asy-Advanced		
🗆 Elementary C	hoir-Boychoirs	🛛 Worship Eas	sy-Advanced Liter	rature		
Junior High a	nd Middle School Choir	s				
4. In what section of the	room of the reading s	ossion ware you cester	כו			
Front left	e room of the reading s	Front middle		Eropt right		
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5. How would you rate	your overall experience	e at the reading session	with projected s	heet music?		
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10. Would you support	future paperless readin	14 West and 19 Control of the second se				
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regan Ho oral hai gm	lave ail.com	AMERICAN CHORAL DIRECTORS ASSOCIATION	E.	
		EASTERN DIV	ISION	
		A Eastern Division Co Reading Session Que		
1. Which category be 17 or younger	low includes your age? □ 18-24	<b>这</b> 25-40	□ 4 <mark>1</mark> -64	🗆 65 or older
2. In a typical day, ho Less than 1 hour	w many hours do you sp ₪∕1-3 hours	end on a computer?	□ 5-7 hours	More than 7 hours
<ul> <li>Advanced S</li> <li>Community</li> <li>Contempor</li> <li>Easy-Mode</li> <li>Elementary</li> </ul>	sion at this conference d SATB Collegiate y Chorus rary Literature trate High School Choirs y Choir-Boychoirs and Middle School Choir	☐ Men's C ☐ Standar ☐ Vocal Ja ☐ Womer ☐ Worshi	d Choral Treasures	
4. In what section of t □ Front left □ Back left	the room of the reading	session were you se □ Front middle □ Back middle	ated?	<ul> <li>Front right</li> <li>Back right</li> </ul>
5. How would you rat 5 Excellent	e your overall experience	e at the reading ses □ 3 Fair	sion with projected	sheet music?
6. Rate the brightness □ 5 Very Bright	s of the screen at the rea $\Box A$	ding session. □ 3 Adequate	□ 2	□ 1 Not Bright
Verv Legible	ere sitting, rate the legib 0 4 0 better th	ility of the projected 3 Adequate Adequate	□ 2	e reading session. ☐ 1 Not Legible
8. Rate the size of the □ 5 Very Adequate	screen used at the read		□ 2	□ 1 Not Adequate
9. Would you prefer p	age shown	ne or two pages of s		e?
10. Would you support	rt future paperless readi	ng sessions? □ No		□ No opinion
		s? Please use the ba	ckside of this page.	
	was so			

Kathe Bernis alias 29 @ hotomail.com CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

	low includes your age?	ал. -				
17 or younger	□ 18-24	Ø 25-40	☐ 41-64	🗆 65 or older		
		71				
2. In a typical day, ho	w many hours do you sp	pend on a computer?				
Less than 1 hour	1-3 hours	3-5 hours	🛛 5-7 hou	rs 🛛 More than 7 hours		
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2 Which reading ses	sion at this conference d	id vou just attend?				
to serve the providence of the server of the		☐ Men's Ch				
	SATB Collegiate	Value A Contra Sector Sector Sector				
🗇 Community			Choral Treasur	es		
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4 In what section of	the room of the reading	session were you sea	ted?			
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9. Would you prefer presentations showing one or two pages of sheet music at a time?						
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UN prefer 1 p	lage snown	I prefer 2 pages s	nown	🗆 No opinon		
~	rt future paperless read	ing sessions?				
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		AMERICAN CHORAL DIRECTORS ASSOCIATION	g see	
		EASTERN DIV	ISION	
		ACDA Eastern Division Co	onference 2012	
		Reading Session Que	estionnaire	
	below includes your a	ge?		
□ 17 or younger	□ 18-24	25-40	41-64	🗆 65 or older
		ou spend on a computer		
Less than 1 hour	1-3 hours	3-5 hours	🗆 5-7 houi	rs 🗌 More than 7 ho
3. Which reading s	ession at this conferer	nce did you just attend?		
······································	ed SATB Collegiate	□ Men's	Choirs	
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🗆 Element	ary Choir-Boychoirs	🗆 Worshi	p Easy-Advanced	Literature
🗇 Junior H	igh and Middle School	Choirs		
4. In what section	of the room of the rea	ding session were you se	eated?	
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Chly Gwmorgan		AMERICAN CHORAL DIRECTORS ASSOCIATION EASTERN DIVISI A Eastern Division Confe Reading Session Questi	erence 2012	
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<ol> <li>Which category bel</li> <li>17 or younger</li> </ol>	ow includes your age? ⊠ 18-24	□ 25-40	□ 41-64	🗆 65 or older
2. In a typical day, how	w many hours do you sp	end on a computer?		
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<ul> <li>Advanced S</li> <li>Community</li> <li>Contempora</li> <li>Easy-Moder</li> <li>Elementary</li> </ul>	Chorus	☐ Men's Cho ☐ Standard O ☑ Vocal Jazz ☐ Women's ☐ Worship E	Choral Treasures	
4. In what section of t □ Front left ☑ Back left	he room of the reading	session were you seate □ Front middle □ Back middle	ed?	<ul> <li>Front right</li> <li>Back right</li> </ul>
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	AMERICAN CHORAL DIRECTORS	2	
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1. Which category below includes y	0017 200?		
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2000 (TR)	low includes your age?			
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1. Which category belo	ow includes your age? □ 18-24	25-40	□ 41-64	□ 65 or older
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1. Which category be	low includes your age?		1	
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1. Which category h	elow includes your age	2		
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E =: or Jounger	4 10 21			
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🛛 Communi	ity Chorus	□ Standar	d Choral Treasures	
🖾 Contemp	orary Literature	🗆 Vocal Ja	azz Choir	
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Dr. Sheridan	Ball				
Dr. Sheridan 714-292 Sheridan J	3509 BRfoc Music	AMERICAN CHORAL DIRECTORS ASSOCIATION	5		
		EASTERN DIVI	SION		
	ACD	A Eastern Division Cor Reading Session Ques			
1. Which category belo	ow includes your age?		/		
17 or younger	□ 18-24	□ 25-40	₫ <b>41-6</b> 4	🗆 65 or older	
2. In a typical day, hov	v many hours do you s	pend on a computer?			
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10. Would you suppor	t future paperless read	ling sessions?			
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1. Which category bel	ow includes your age?			
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Richard rrichard harwich	LO. Edu AC	AMERICAN CHORAL DIRECTORS ASSOCIATION EASTERN DIV CDA Eastern Division Co Reading Session Que	ISION onference 2012	
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	elow includes your age		Marca	
17 or younger	□ 18-24	□ 25-40	ØK41-64	🗆 65 or older
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Heading Session Questionnaire         1.7 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?       5-7 hours       More than 7 hours         3. Which reading session at this conference did you just attend?       5-7 hours       More than 7 hours         3. Which reading session at this conference did you just attend?       Contemporary Literature       10 for 20 for		CHORAL DIRECTORS ASSOCIATION	SION	Milee San Rippo
17 or younger       18-24       25-40       241-64       65 or older         2. In a typical day, how many hours do you spend on a computer?       Iess 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       Mer's Choirs       More than 7 hours         3. Which reading session at this conference did you just attend?       Mer's Choirs       Standard Choral Treasures       More than 7 hours         3. Which reading session at this conference did you just attend?       Mer's Choirs       Standard Choral Treasures       More than 7 hours         3. Which reading session at this conference did you just attend?       Mer's Choirs       Standard Choral Treasures       More than 7 hours         3. Which reading session with project at the reading session were you seated?       Front hiddle       Front right         Back left       Back middle       Pront right       Fair       Poor         6. Rate the brightness of the screen at the reading session.       2       1       More than 7 hours         5       4       3       2       1       Not Bright         7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.       5       1       1         5       4       3       <				
2. In a typical day, how many hours do you spend on a computer?       Isess than 1 hour       1-3 hours       3-5 hours       More than 7 hours         3. Which reading session at this conference did you just attend?       Mer's Choirs       Mer's Choirs         Grommunity Chorus       Ben's Choirs       Community Chorus       Mer's Choirs         Community Chorus       Ben's Choirs       More than 7 hours         Community Chorus       Worship Easy-Advanced       Iterature         Junior High and Middle School Choirs       Worship Easy-Advanced Literature       Front right         Back left       Back middle       Pront right       Front right         S. How would you rate your overall experience at the reading session with projected sheet music?       1         S       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.       1         S       4       3       2       1         Very Legible       Adequate       Not Legible <td>1. Which category below includes your a</td> <td>age?</td> <td>1,</td> <td></td>	1. Which category below includes your a	age?	1,	
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### EASTERN DIVISION

<ol> <li>Which category be</li> <li>17 or younger</li> </ol>	low includes your age?	□ 25-40		41-64	🗋 65 or older				
2. In a typical day, how many hours do you spend on a computer?									
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Comments? Please use the backside of this page.									

3. Which reading session at this conference did you just attend?         Advanced SATB Collegiate       Imen's Choirs         Community Chorus       Standard Choral Treasures         Ø Contemporary Literature       Vocal Jazz Choir         Easy-Moderate High School Choirs       Women's Choir Easy-Advanced         Junior High and Middle School Choirs       Worship Easy-Advanced Literature         Junior High and Middle School Choirs       Front middle       Front right         Back left       Back middle       Back right         S. How would you rate your overall experience at the reading session.       Fair       Poor         6. Rate the brightness of the screen at the reading session.       S       Image: Source Sou	cilitate Cla se cy read	mode mig wity + ing,	AMERICAN CHORAL DIRECTORS ASSOCIATION		
Nyhich category below includes your age?   17 or younger   18-24   25-40   241-64   65 or older      Advanced SATB Collegiate   1 Advanced SATB Collegiate   Advanced SATB Collegiate   1 Community Chorus   1 Community Chorus   1 Easy-Moderate High School Choirs   1 Junior High and Middle School Choirs   1 Junior High and Middle School Choirs   Advanced SATB Collegiate   1 Community Chorus   1 Easy-Moderate High School Choirs   Worship Easy-Advanced Literature   1 Junior High and Middle School Choirs   Advanced Schort Beroad of the reading session were you seated?   1 Front left   1 Back left   To still the schort server at the reading session were you seated?   2 S. Mode rate brightness of the screen at the reading session.   5 Mow would you rate your overall experience at the reading session.   5 Move would you rate setting, rate the legibility of the projected sheet music at the reading session.   5 Move Legible   2 Adequate   2 Adequate   3 Mot Legible   3 Adequate   3 Adequate   3 Adequate   4 Adequate   4 Adequate   4 Adequate   4 Adequate   4 Adequate   5 Not Legible   5 Adequate   6 Adequate   7 From where you were sitting, rate the legibility of the projected sheet music at at time?   5 Adequate   7 From where you prefer mesen		27	EASTERN DIV	ISION	<u>``</u>
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17 or younger       18-24       25-40       24-64       65 or older         2. In a typical day, how many hours do you spend on a computer?       More than 1 hour       1-3 hours       3-5 hours       5-7 hours       More than 7 hou         3. Which reading session at this conference did you just attend?       Men's Choirs       More than 7 hou         4. Advanced SATB Collegiate       Men's Choirs       Men's Choirs       More than 7 hou         2. Community Chorus       Standard Choral Treasures       Community Chorus       Standard Choral Treasures         2. Community Chorus       Standard Choral Treasures       More than 7 hou         2. Easy-Moderate High School Choirs       Worship Easy-Advanced Literature       Iterature         3. Unior High and Middle School Choirs       Worship Easy-Advanced Literature       Back right         5. How would you rate your overall experience at the reading session with projected sheet music?       Pront right         5. Mow would you rate your overall experience at the reading session.       Poor         6. Rate the brightness of the screen at the reading session.       1       Poor         5       1/4       3       2       1         Very Bright       Adequate       Not Bright       Not Bright         7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. <th></th> <th></th> <th></th> <th></th> <th></th>					
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3. Which reading session at this conference did you just attend?       Advanced SATB Collegiate       Men's Choirs         Gommunity Chorus       Standard Choral Treasures         Contemporary Literature       Vocal Jazz Choir         Essy-Moderate High School Choirs       Women's Choir Easy-Advanced         Lementary Choir-Boychoirs       Women's Choir Easy-Advanced         Junior High and Middle School Choirs       Worship Easy-Advanced Literature         Junior High and Middle School Choirs       Worship Easy-Advanced step Pront right         Back left       Pront middle       Pront right         Back left       Back middle       Back right         5. How would you rate your overall experience at the reading session with projected sheet music?       1         5       Ø       3       2       1         Excellent       Fair       Poor       6.         6. Rate the brightness of the screen at the reading session.       5       Ø       1         7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.       1       1         5       Ø       Adequate       Not Legible       8.         7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.       1       1         5       Ø       Adequate <td>2. In a typical day, h</td> <td></td> <td>ou spend on a computer?</td> <td></td> <td></td>	2. In a typical day, h		ou spend on a computer?		
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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 Worship Easy-Advanced Literature   □ Junior High and Middle School Choirs Worship Easy-Advanced Literature   □ Front left □ Front middle □   □ Front left □ Front middle □ Front right   □ Back left □ Back middle □ Back right   5 □ 4 □ 3 □ 2 □   1 Excellent Fair Poor 1   6. Rate the brightness of the screen at the reading session. □ 2 □ 1   5 □ 4 □ 3 □ 2 □ 1   Very Bright Adequate Not Bright Not Bright 1 1   7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. □ 1 1   5 □ 4 □ 3 □ 2 □ 1   Very Legible Adequate Not Legible 8 Rate the size of the screen used at the reading session. □ 2 □ 1   0 Yery Adequate Adequate Not Legible 8 1 1 1   0 Yery Legible Adequate Not Adequate Not Adequate 9 Yery Adequate Not Adequate   9. Would you supp	🗆 Communi	ty Chorus	Standard	Choral Treasures	
□ Easy-Moderate High School Choirs □ Women's Choir Easy-Advanced   □ Elementary Choir-Boychoirs □ Worship Easy-Advanced Literature   □ Junior High and Middle School Choirs Worship Easy-Advanced Literature      4. In what section of the room of the reading session were you seated?    □ Front left □   □ Front night   □ Back left   □ Back middle   □ Back night         5. How would you rate your overall experience at the reading session with projected sheet music?    □ 5   □ 0   1 Excellent   □ Fair   0 4   □ 1   Excellent 0   1 Adequate   0 1   0 Yery Bright   1 Adequate   1 Yery Legible   8. Rate the size of the screen used at the reading session.   0 1   1 Yery Adequate   1 Yery Adequate    Not Legible    8. Rate the size of the screen used at the reading session.    15 14   17 Yery Adequate   Not Legible    8. Rate the size of the screen used at the reading session.    15 14   17 Yery Adequate   9. Would you prefer presentations showing one or two pages of sheet music at a time? 1   prefer 1 page shown	🗹 Contempo	orary Literature	🗆 Vocal Jaz	zz Choir	
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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         @ Back left       ☐ Back middle       ☐ Back right         5. How would you rate your overall experience at the reading session with projected sheet music?       ☐ I         5       ☑ 4       ☐ 3       ☐ 2       ☐ I         Excellent       Fair       Poor       6.         6. Rate the brightness of the screen at the reading session.       ☐ 2       ☐ 1         5       ☑ 4       ☐ 3       ☐ 2       ☐ 1         Very Bright       Adequate       Not Bright       Not Bright         7. From where you were sitting, rate the legibility of the projected sheet music at the reading session.       ☐ 1         5       ☐ 4       ☑ 3       ☐ 2       ☐ 1         Very Legible       Adequate       Not Legible       Not Legible         8. Rate the size of the screen used at the reading session.       ☐ 2       ☐ 1         5       ☐ 4       ☐ 3       ☐ 2       ☐ 1         Very Adequate       Adequate       Not Adequate       Not Adequate         9. Would you prefer presentations showing one or two pages of sheet music at a time?       ☐ 1 prefer 1 page shown				and the second	
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1. Which category be	low includes your age	?			
□ 17 or younger	□ 18-24	□ 25-40 □ 41-64		□ 41-64	65 or older
2. In a typical day, ho	w many hours do you	spend on	a computer?		
Hess than 1 hour	□ 1-3 hours	□ 3-!	5 hours	5-7 hours	More than 7 hours
3. Which reading sess	ion at this conference	did you j	ust attend?		
□ Advanced S	SATB Collegiate		Men's Cho	oirs	
🗹 Community	/ Chorus		Standard	Choral Treasures	
Contempor	ary Literature		Vocal Jazz	Choir	
	rate High School Choir	s	□ Women's	Choir Easy-Advar	nced
Elementary	Choir-Boychoirs			asy-Advanced Lit	
🗆 Junior High	and Middle School Ch	oirs	į		
4. In what section of t	the room of the readir	ng session	were you seat	ed?	
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AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

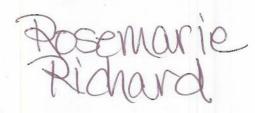
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10. Would you support	future paperless readir	ig sessions?			
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AMERICAN CHORAL DIRECTORS

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### EASTERN DIVISION

1. Which category belo	ow includes your age?			
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	ow includes your age?		$\checkmark$	
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2. In a typical day, how	w many hours do you sp	end on a computer?		
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	ate High School Choirs	🛛 Women's Cl	hoir <mark>Easy-Advan</mark> d	ced
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### EASTERN DIVISION

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3. Which reading session	on at this conference di	d you jus	attend?			
Advanced SA	ATB Collegiate		Men's Choir	s		
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4. In what section of th	e room of the reading s	ession w	vere you seated	?		
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tery registe			Aucquate			Not regime
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### EASTERN DIVISION

1. Which category belo	ow includes your age?			
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	ne room of the reading s			
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10. Would you support	t future paperless readir	ng sessions?		
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## EASTERN DIVISION

ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which cate	gory below includes	<b>s your age?</b> □ 25-40	) 🛛	41-64	□ 65 or older	
2. In a typical □ Less than 1		ars do you spend on a d ars		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       Standard Choral Treasures						
KI Fro	( ) h	the reading session we ☐ Front ☐ Back	middle	□ Fror □ Back	No.	
5. How would 5 Excellent	you rate your over 4	all experience at the re ☐ 3 Fair	eading session with		usic? I Poor	
6. Rate the br □ 5 Very Bright	ightness of the scree 4	en at the reading sessi Ø3 Adequat		2	□ 1 Not Bright	
7. From where □ 5 Very Legible	e you were sitting, r □ 4	ate the legibility of the ☐ 3 Adequat	R		session. 1 Not Legible	
8. Rate the siz □ 5 Very Adequate	□ 4	d at the reading session 3 Adequat		2	Not Adequate	
	prefer presentation efer 1 page shown	s showing one or two ☑ I pref	pages of sheet mus er 2 pages shown	sic at a time? □ No c	opinon +	
10. Would you		perless reading session ⊠_No		🗆 No d	ppinion	
Comments? Please use the backside of this page. I want to like the paperless format, but between graduated lenses I dry eye problems (made worse by staring at screen) very uncomfortable.						

was interesting must would not even

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Hanold Falconer hafalconer@ad.com

AMERICAN CHORAL DIRECTORS

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	□ 25-40	□ 41-64	65 or older
how many hours do you sp	pend on a computer?		
r 🔲 1-3 hours	□ 3-5 hours	5-7 hours	More than 7 hours
session at this conference d	id you just attend?		
ed SATB Collegiate	🗆 Men's Ch	oirs	
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	r □ 1-3 hours session at this conference d ed SATB Collegiate inity Chorus porary Literature oderate High School Choirs tary Choir-Boychoirs High and Middle School Choir of the room of the reading ft t rate your overall experient □ 4 hess of the screen at the read □ 4 the screen used at the read □ 4 the screen used at the read □ 4 er presentations showing o 1 page shown oport future paperless readi	session at this conference did you just attend?         ed SATB Collegiate       Men's Ch         inity Chorus       Standard         oporary Literature       Vocal Jazz         oderate High School Choirs       Women's         tary Choir-Boychoirs       Worship         digh and Middle School Choirs       Worship         of the room of the reading session were you seat         oft       Front middle         tar       Back middle         of the screen at the reading session.       Fair         Men's Ch       Adequate         u were sitting, rate the legibility of the projected st       Adequate         the screen used at the reading session.       Adequate         1 page shown       I prefer 2 pages show         1 page shown       I prefer 2 pages show	r       13 hours       3-5 hours       5-7 hours         session at this conference did you just attend?         ed SATB Collegiate       Men's Choirs         inity Chorus       Standard Choral Treasures         inity Chorus       Standard Choral Treasures         inity Chorus       Vocal Jazz Choir         oderate High School Choirs       Women's Choir Easy-Advar         tary Choir-Boychoirs       Worship Easy-Advanced Lit         igh and Middle School Choirs       Worship Easy-Advanced Lit         of the room of the reading session were you seated?       If         ift       Front middle         t       Back middle         rate your overall experience at the reading session.       2         if 4       3       2         Adequate       2         u were sitting, rate the legibility of the projected sheet music at the       2         if 4       3       2         Adequate       3       2         the screen used at the reading session.       2         if 4       3       2         Adequate       3       2         the screen used at the reading session.       2         if 4       3       2         Adequate       2     <



1. Which category below	includes your age? ] 18-24	□ 25-40	4	1-64	🗆 65 or older
2. In a typical day, how m					4
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3. Which reading session	at this conference di	d vou iust atte	nd?		
Advanced SATE			n's Choirs		
Community Ch			ndard Choral T	reasures	
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Elementary Ch			orship Easy-Adv	-	
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Junior High and	d Middle School Choir	5			
4. In what section of the	room of the reading	session were yo	ou seated?		
灯 Front left		□ Front midd			Front right
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5. How would you rate yo	our overall experienc	e at the reading	g session with	projected she	et music?
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1. Which category bel	ow includes your age?			
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2. In a typical day, ho	w many hours do you	spend on a computer?		
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	ATB Collegiate	□ Men's Ch	noirs	
Community		□ Standard	l Choral Treasures	
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		545.7		
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1. Which category be	low includes your ag	e?		
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		ce did you just attend?		
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	rary Literature	🗆 Vocal J		
	erate High School Cho		n's Choir Easy-Advar	
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Aves		□ No		No opinion
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1. Which category be	elow includes your age? □ 18-24	£ 25-40	□ <b>41-6</b> 4	□ 65 or older
2. In a typical day, he	ow many hours do you sp	end on a computer	r?	☐ More than 7 hours
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6. Rate the brightnes	s of the screen at the rea	ding session.		
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7. From where you w	ere sitting, rate the legib	ility of the projecte	ad sheet music at the	reading session
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9. Would you prefer	presentations showing or bage shown	ne or two pages of		e? ANo opinon
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Need Con	poser into or	handout	's I perhap	os text lbackground



<ol> <li>Which category be</li> </ol>	low includes your age	?	V	
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			/ ·	
		spend on a computer?		
Less than 1 hour	1-3 hours	3-5 hours	□ 5-7 hours	More than 7 hours
3. Which reading ses	sion at this conference	did you just attend?		
Advanced	SATB Collegiate	🗆 Men's C	hoirs	
🗌 Communit	y Chorus	🗆 Standar	d Choral Treasures	
🗆 Contempo	rary Literature	🗆 Vocal Ja	zz Choir	
Easy-Mode	erate High School Choir	s 🗌 Women	's Choir Easy-Advar	iced
🛛 Elementar	y Choir-Boychoirs	🗆 Worship	b Easy-Advanced Lit	erature
🗇 Junior High	and Middle School Ch	oirs		
	*			
4. In what section of	the room of the readir	ng session were you sea	ated?	
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Back left		Back middle		Back right
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		gibility of the projected		
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VEIVLEGIDIE		Auequate		Not Legible
8. Rate the size of the	screen used at the re	ading specing		
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10. Would you suppo	rt future paperless rea	ding sessions?		
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disting	rish, and I	my neck hurt	s, Throat t	Jaw position was
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unacatu	rai as a o	infort.		



1. Which category be	low includes your ag	e?	/	
□ 17 or younger	□ 18-24	□ 25-40	<b>D</b> 41-64	□ 65 or older
2. In a typical day, ho	w many hours do vo	u spend on a computer	2	
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3. Which reading sess	sion at this conference	e did you just attend?		
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Community	y Chorus	🗆 Standar	rd Choral Treasures	
Contempor	rary Literature	🗆 Vocal Ja	azz Choir	
	rate High School Cho	irs 🛛 Womer	n's Choir Easy-Advance	ed
and the second	Choir-Boychoirs		p Easy-Advanced Liter	ature
🛛 Junior High	and Middle School C	hoirs		
	the room of the read	ing session were you se	ated?	/
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6. Rate the brightness	s of the screen at the	reading session.		
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7. From where you we	ere sitting, rate the le	gibility of the projected	d sheet music at the r	eading session.
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or hield th	ape showin	L i preier z pages	SILOWIT	
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1. Which category be	low includes your age?	/		
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2. In a typical day, ho	w many hours do you s	pend on a computer?		
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3. Which reading sess	ion at this conference d	id vou iust attend?		
	ATB Collegiate	☐ Men's Ch	oirs	
Community	en en fan en		Choral Treasures	
Contempor		Vocal Jazz		
	rate High School Choirs	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	Choir Easy-Advanced	
	Choir-Boychoirs		Easy-Advanced Literatu	re
	and Middle School Choi			
4. In what section of t	he room of the reading	session were you seat	ed?	
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5. How would you rat	e your overall experien	ce at the reading session	on with projected shee	t music?
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7. From where you we	ere sitting, rate the legit	pility of the projected s	sheet music at the read	ling session.
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9. Would you prefer p	resentations showing o	ne or two pages of she	et music at a time?	
Diprefer 1 pa		□ I prefer 2 pages sh		No opinon
10. Would you suppor	t future paperless readi	ing sessions?		
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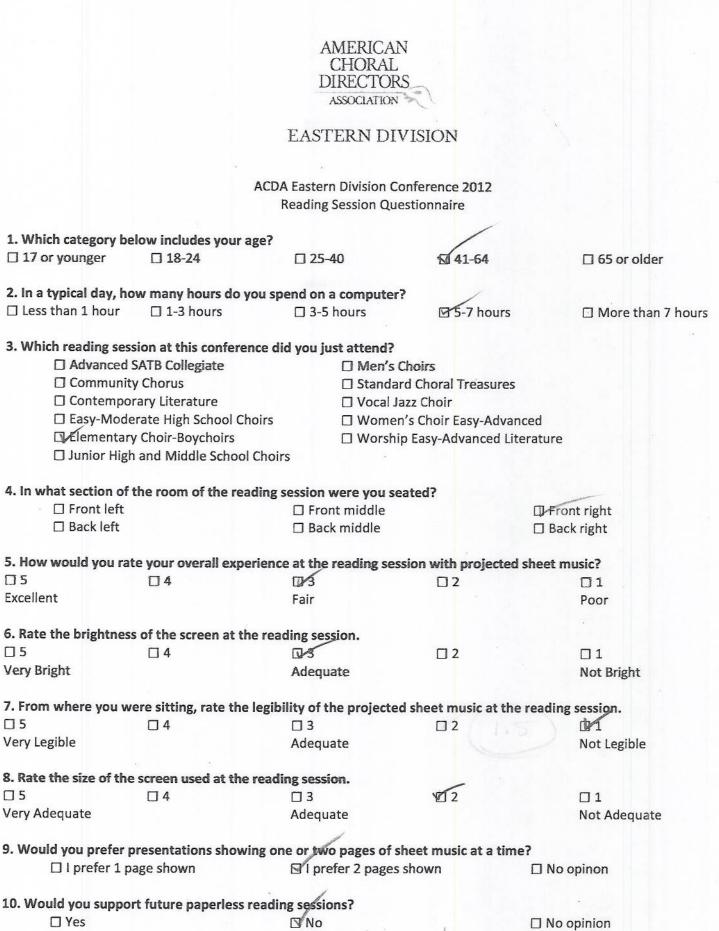
### ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which catego	ory below includes your a	ge?		
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2. In a typical d	ay, how many hours do yo	ou spend on a compu	ter?	
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3. Which readir	ng session at this conferen	ce did vou just atten	42	
	nced SATB Collegiate		r's Choirs	
	munity Chorus		dard Choral Treasures	
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	Moderate High School Ch		nen's Choir Easy-Adva	need
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	in High and Middle School	Choirs		
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E Haussauld.				
	ou rate your overall expe			
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Very Bright		Adequate		Not Bright
	ou were sitting, rate the		cted sheet music at th	e reading session.
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8. Rate the size	of the screen used at the	reading session.	0000	
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Very Adequate	Projection	le Adequate		Not Adequate
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9. Would you pr	efer presentations showing	ng one or two pages o	of sheet music at a tim	ne?
	er 1 page shown	1 prefer 2 pag	ges shown	No opinon
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10. Would you s	upport future paperless r	eading sessions?		sure as j
V Yes		🗆 No		No opinion
	with projection	1 .+	0	levistand + Support soning, but it ifficult to read.
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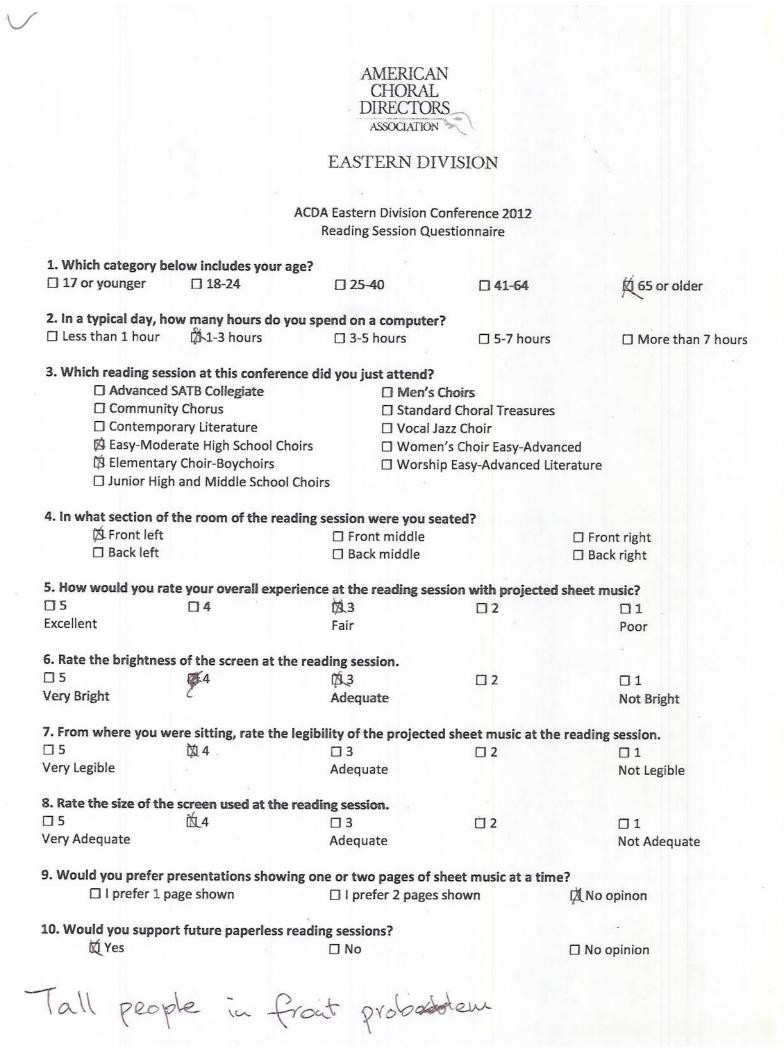
1. Which category be	low includes your age?					
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	w many hours do you sp					
Less than 1 hour	☐ 1-3 hours	□ 3-5	hours	🗆 5-7 hou	Jrs	☐ More than 7 hours
3. Which reading sess	sion at this conference d	id you ju	st attend?			
Advanced :	SATB Collegiate	1	Men's Ch	oirs		
🗆 Communit	y Chorus		□ Standard	Choral Treasu	ires	
Contempor	rary Literature		🗆 Vocal Jazz	z Choir		
🗆 Easy-Mode	erate High School Choirs		□ Women's	Choir Easy-Ac	dvanced	
	y Choir-Boychoirs		🗆 Worship I	Easy-Advanced	d Literature	
🛛 Junior High	and Middle School Choi	rs				
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			ie projecteu s		the reading	
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	screen used at the read		on.			
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9. Would you prefer p	presentations showing or	ne or two	pages of she	et music at a	time?	
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10. Would you support	rt future paperless readi	ng sessio	ins?			*
Voc.					🗆 No d	pinion
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i'll just	get new glasses!					



If you could work the bugs out maybe



1. Which category be	low includes your age?				
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				~	
2. In a typical day, ho	w many hours do you sp	end on a co	omputer?		
Less than 1 hour	□ 1-3 hours	X 3-5 ho		5-7 hours	☐ More than 7 hours
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	ion at this conference d	id you just a	attend?		
□ Advanced S	SATB Collegiate	C	] Men's Choi	rs	
Community	/ Chorus	1	Standard Cl	horal Treasures	
Contempor	ary Literature	E	Vocal Jazz C	Choir	
Easy-Mode	rate High School Choirs	C	] Women's C	hoir Easy-Advar	nced
Elementary	Choir-Boychoirs	C	] Worship Ea	sy-Advanced Lit	erature
🗆 Junior High	and Middle School Choi	rs			
4. In what section of t	the room of the reading	session we	re you seated	d?	
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Back left		🗆 Back m	iddle		Back right
5. How would you rat	e your overall experienc	e at the rea	ading session	with projected	sheet music?
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	of the screen at the rea	ding sessio	n.		
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	screen used at the read			<b>— — —</b>	- 1
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9 Would you prefer p	resentations showing or	oo or two o	ares of shee	t music at a tim	2
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1 Which cotonomy h				
1. Which category be	2 2	Sile and a second s	1	
□ 17 or younger	18-24	□ 25-40	41-64	□ 65 or older
2. In a typical day, he	ow many hours do vo	ou spend on a compute	er?	
□ Less than 1 hour	1-3 hours	3-5 hours	□ 5-7 hou	Irs
3. Which reading ses	sion at this conferen	ce did you just attend	2	
□ Advanced	SATB Collegiate	□ Men'		
Communit			ard Choral Treasu	res
Contempo	rary Literature		Jazz Choir	
Easy-Mode	erate High School Cho		en's Choir Easy-Ad	vanced
	y Choir-Boychoirs		hip Easy-Advanced	
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4. In what section of	the room of the read	ling session were you	seated?	
Front left		Front middle		Front right
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5. How would you rai	te your overall exper	ience at the reading se	ession with project	ted sheet music?
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6. Rate the brightnes	s of the screen at the	reading session.		
□ 5	□ 4	3	□ 2	01
Very Bright		Adequate		Not Bright
7. From where you w	ere sitting, rate the l	egibility of the project	ed sheet music at	the reading session.
□ 5	□ 4	□ 3	2	□1
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8. Rate the size of the	screen used at the r	eading session.	. /	
□ 5	□ 4	□ 3	2	□1
Very Adequate		Adequate		Not Adequate
9. Would you prefer p	presentations showing	g one or two pages of	sheet music at a t	ime?
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10. Would you suppor	rt future paperless re	5 /		
🗆 Yes		No		No opinion
		/		

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AMERICAN CHORAL DIRECTORS ASSOCIATION

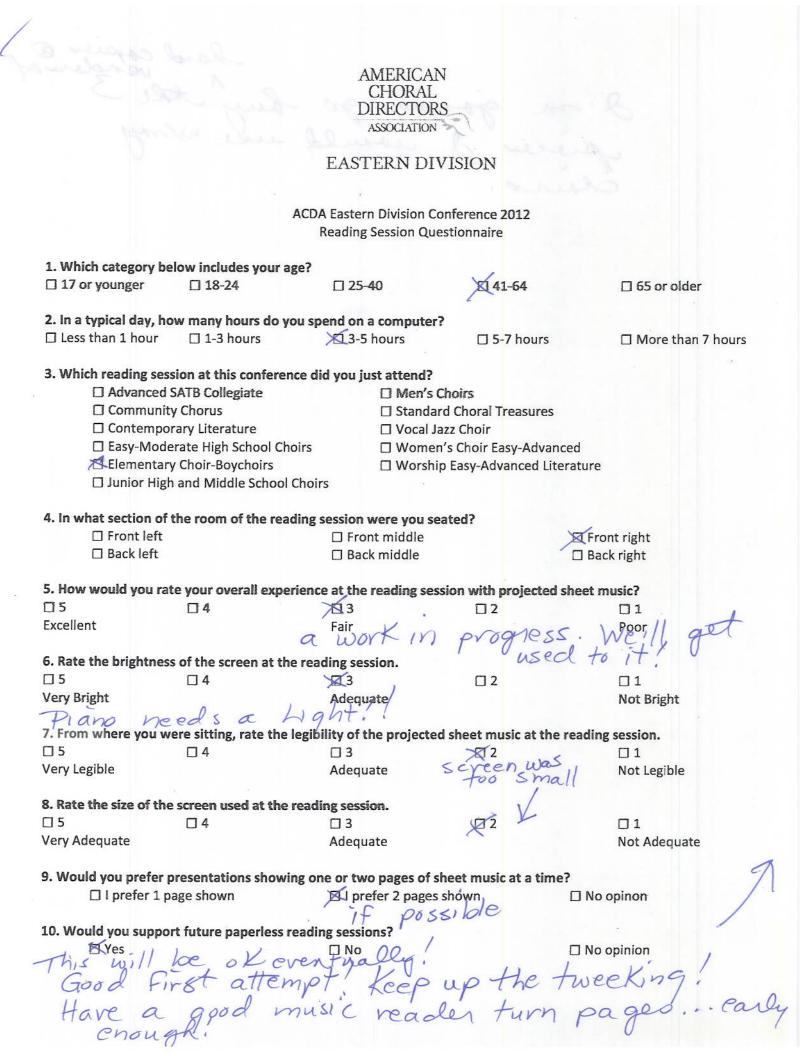
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EASTERN DIVISION

1. Which categor	y below includes your	age?		
□ 17 or younger	□ 18-24	□ 25-40	41-64	□ 65 or older
2. In a typical day	y, how many hours do	you spend on a computer	?	
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3. Which reading	session at this confere	nce did you just attend?		1 11
	ced SATB Collegiate	□ Men's	Choirs	Cathe was
	unity Chorus		rd Choral Treasures	d
	mporary Literature	U Vocal J		Cathy was
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	nigh and Middle Schoo	I CHOILS		
4. In what section	n of the room of the rea	ading session were you se	eated?	
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8. Rate the size o	f the screen used at the	e reading session.		
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9. Would you pre	fer presentations show	ing one or two pages of s		
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10 Would you su	pport future paperless	Canaissos paibeos		
	pport ruture paperiess	Teaung sessions:	F	No opinion
		ANO		] No opinion
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1. Which category be	elow includes your ag	e?		
□ 17 or younger	□ 18-24	□ 25-40	¥1-64	□ 65 or older
		u spend on a computer	?	
Less than 1 hour	1-3 hours	3-5 hours	□ 5-7 hours	More than 7 hours
		5.		
		e did you just attend?		
	SATB Collegiate	Men's		
Communit			rd Choral Treasures	
	rary Literature	U Vocal J		
	erate High School Cho		n's Choir Easy-Advan	
	y Choir-Boychoirs		p Easy-Advanced Lit	erature
	n and Middle School C	noirs		
A In what soction of	the ream of the read	ing session were you se	- testa	
Section of	the room of the read	Front middle	aleor	□ Front right
□ Back left		□ Pront middle		□ Back right
Duckien				
5. How would you ra	te vour overall experi	ence at the reading ses	sion with projected	sheet music?
<b>İ</b> 5	04	□ 3		
Excellent		Fair		Poor
6. Rate the brightnes	s of the screen at the	reading session.		
0 5	Ø4	□ 3	□ 2	
Very Bright	albe-C	Adequate		Not Bright
	ere sitting, rate the le	gibility of the projecte	d sheet music at the	e reading session.
□ 5	□ 4	3	□ 2	
Very Legible		Adequate		Not Legible
	8 B			
8. Rate the size of the				
Ø 5	□ 4	□ 3	□ 2	
Very Adequate		Adequate		Not Adequate
9 Would you profer	arocontations shared	a ana an hua	haat music at a tim	-3
□ I prefer 1 p		g one or two pages of s I prefer 2 pages		No opinon
п і рісісі т р	age shown	I i prefer z pages	SHOWII	
10. Would you suppo	rt future nanerless re	ading sessions?		
V Yes	re rature paperiess re	□ No		No opinion
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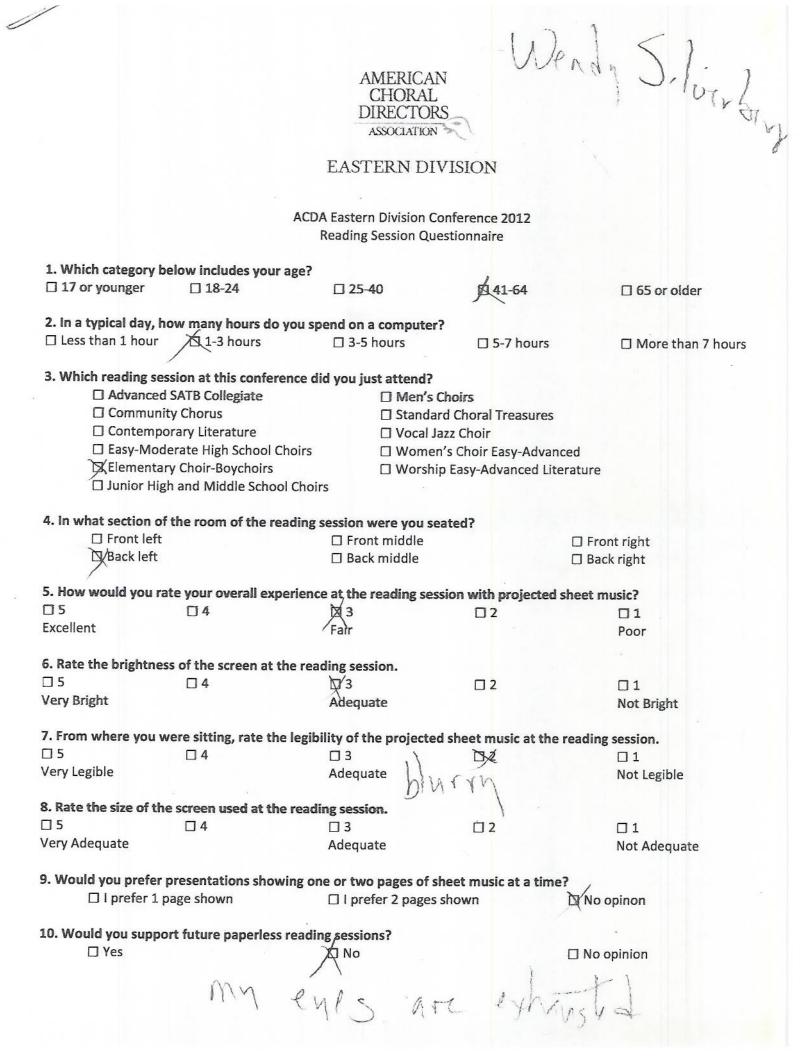
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#### AMERICAN CHORAL DIRECTORS ASSOCIATION

EASTERN DIVISION

#### ACDA Eastern Division Conference 2012 **Reading Session Questionnaire** Which category below includes your age? 19 41-64 □ 17 or younger □ 18-24 □ 25-40 □ 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? 115 14 $\square 2$ F1 Excellent Fair Poor 6. Rate the brightness of the screen at the reading session. $\Box 4$ Ø3 02 $\Box 1$ Very Bright Adequate Not Bright 7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. $\Box 5$ $\Box 4$ Π3 PT2 $\Box 1$ Very Legible Adequate Not Legible 8. Rate the size of the screen used at the reading session. 95 Π3 **T**2 Π1 Very Adequate Adequate Not Adequate 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 PNO □ No opinion The words an too Delerry - The opace between works + words an to far that I couldn't ping most of the words -



### AMERICAN CHORAL DIRECTORS ASSOCIATION

#### EASTERN DIVISION

### ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which category b	elow includes your age?		/	
□ 17 or younger	□ 18-24	□ 25-40	1 41-64	🗆 65 or older
, 3.				
2. In a typical day, h	ow many hours do you sp	pend on a computer?		
Less than 1 hour	1-3 hours	□ 3-5 hours	5-7 hours	More than 7 hours
3. Which reading set	ssion at this conference d	id you just attend?		
a name and a supervision of the first first first state of the supervision of the	SATB Collegiate	☐ Men's Ch	oirs	
🗆 Communi	T. C.	□ Standard	Choral Treasure	s
	brary Literature	Vocal Jazz	2 Choir	
	erate High School Choirs	□ Women's	Choir Easy-Adva	anced
	ry Choir-Boychoirs		Easy-Advanced L	
	h and Middle School Choi	2		
4. In what section of	the room of the reading	session were you seat	ed?	
Front left		□ Front middle		Front right
Back left		Back middle		□ Back right
				_ 5
5. How would you ra	ate your overall experience	ce at the reading session	on with projecte	ed sheet music?
0 5	□ 4	□ 3		□ 1
Excellent		Fair		Poor
6. Rate the brightne	ss of the screen at the rea	ading session.		
Ċ 5	□ 4	□ 3		
Very Bright		Adequate		Not Bright
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7. From where you w	vere sitting, rate the legit	pility of the projected s	sheet m <mark>usic at t</mark> l	he reading session.
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				n daadee dat Herbe 🗢 Jane naa
8. Rate the size of th	e screen used at the read	ling session.		
II 5	□ 4	□ 3		
Very Adequate		Adequate		Not Adequate
9. Would you prefer	presentations showing o	ne or two pages of she	eet mus <mark>ic</mark> at a tii	me?
🗆 I prefer 1	page shown	1 prefer 2 pages sl	nown	No opinon
	2.0 - 8000			
10. Would you supp	ort future paperless read	ing sessions?		
₫ Yes		□ No		No opinion
	Commen	ts? Please use the back	side of this page	a.

Comments? Please use the backside of this page.



4 Militah and and b				
	elow includes your ag	/		
□ 17 or younger	□ 18-24	₩ 25-40	□ 41-64	□ 65 or older
2. In a typical day, he	ow many hours do yo	u spend on a computer	?	
□ Less than 1 hour	1-3 hours	3-5 hours	□ 5-7 hours	☐ More than 7 hours
3. Which reading ses	sion at this conferen	ce did you just attend?		
□ Advanced	SATB Collegiate	Men's	Choirs	
🗌 Communit	y Chorus	Standa	rd Choral Treasures	
🗆 Contempo	rary Literature	🗆 Vocal Ja		
🗆 Easy-Mode	erate High School Cho	oirs 🛛 🗆 Womer	n's Choir Easy-Adva	nced
🗆 Elementar	y Choir-Boychoirs	🗆 Worshi	p Easy-Advanced Li	terature
🗆 Junior Higl	n and Middle School (	Choirs		
4. In what section of	the room of the read	ling session were you se	ated?	
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6. Rate the brightnes	s of the screen at the	reading session.	1	
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9. Would you prefer	presentations showing	g one or two pages of s		
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10. Would you suppo	rt future panerless re	ading sessions?		
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Richard tinsley 420 sycamore Ave Egghorbor tourship, NJ 08234 Tinsle 590 Shelents. Reman Edu

AMERICAN CHORAL DIRECTORS ASSOCIATION

1. Which category be	low includes your age?			
17 or younger	18-24	□ 25-40	□ 41-64	□ 65 or older
2. In a typical day, ho	w many hours do you sp	end on a compute	er?	
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4. In what section of	the room of the reading	session were you	seated?	
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10. Would you suppor	t future paperless reading	ng sessions?		
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Kathleen thyes Kathhayes Cast.com

# AMERICAN CHORAL DIRECTORS

# EASTERN DIVISION

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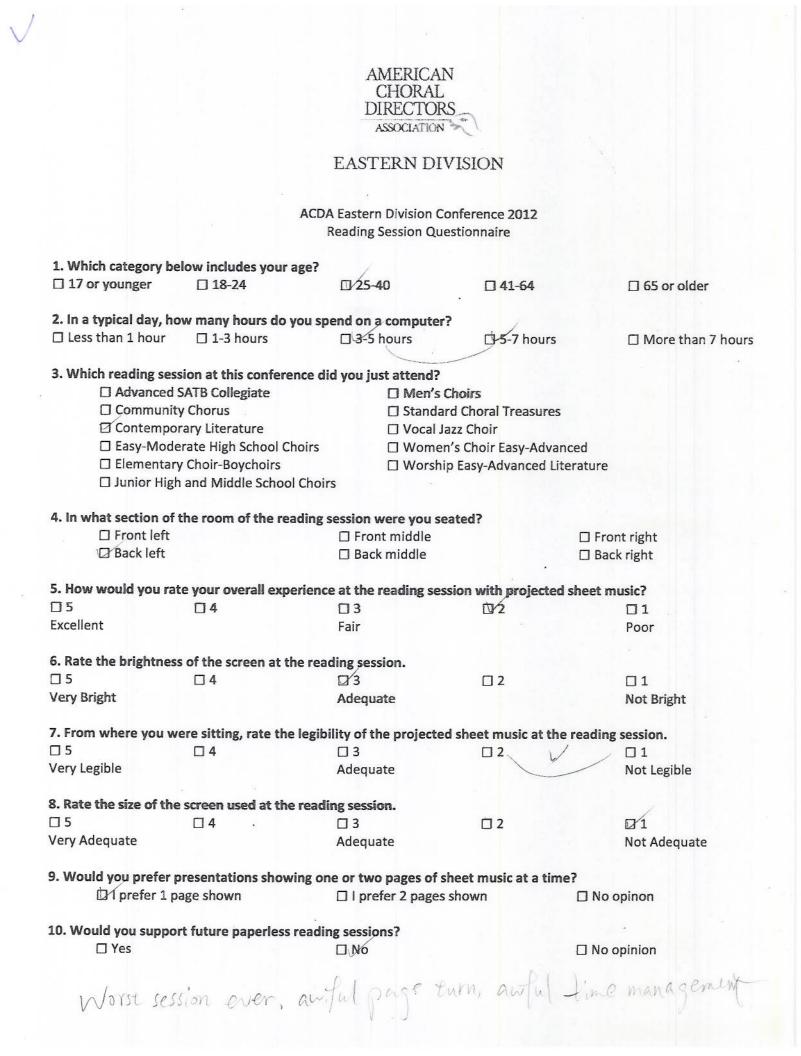
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AMERICAN CHORAL
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3. Which reading sessi	on at this conference di	d you jus				
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	t future paperless readi	ng sessio	ns?			
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1. Which cates	ory below includes your age	?	. /	
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AMERICAN CHORAL DIRECTORS

<ol> <li>Which category bel</li> <li>□ 17 or younger</li> </ol>	low includes your age? □ 18-24	□ 25-40		41-64	. 465 or older
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🗌 Community	Chorus		Standard Choral	Treasures	
Contempor	ary Literature		Vocal Jazz Choir		
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		EASTER	RN DIVISION		
			vision Conference sion Questionnaire		
1. Which cate	gory below includes your age? ger Ø 18-24	□ 25-40	□ 4	1-64	🗆 65 or older
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10. Would you	u support future paperless read	ng sessions D No	?		No opinion
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### AMERICAN CHORAL DIRECTORS ASSOCIATION

# EASTERN DIVISION

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			D	MERICAN CHORAL IRECTORS ASSOCIATION	ON				
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			Reading S	Session Questio	onnaire				
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1. Which catego	ry below includes your age?			
□ 17 or younger		25-40	□ 41-64	2 65 or older
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2. In a typical da	y, how many hours do you s	pend on a compute	?	
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3 Which reading	session at this conference	did vou just attend?		
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	ou rate your overall experier			
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$\checkmark$	Dr. Sheri Sheridanjba 215-292-	den Ball gmail.com 3509	AMERICAN CHORAL DIRECTORS ASSOCIATION EASTERN DIVISIO	DN	
			Eastern Division Confer Reading Session Questio		
	1. Which category belo	ow includes your age?	□ 25-40	¥41-64	🗆 65 or older
	<ul> <li>2. In a typical day, how</li> <li>Less than 1 hour</li> </ul>	w many hours do you spo 1-3 hours	end on a computer?	5-7 hours	□ More than 7 hours
<ul> <li>3. Which reading session at this conference did</li> <li>Advanced SATB Collegiate</li> <li>Community Chorus</li> <li>Contemporary Literature</li> <li>Easy-Moderate High School Choirs</li> <li>Elementary Choir-Boychoirs</li> <li>Junior High and Middle School Choirs</li> </ul>		☐ Men's Choir ☐ Standard Ch ☐ Vocal Jazz C ☐ Women's C ☐ Worship Ea	noral Tr <mark>e</mark> asures		
	4. In what section of the Grant Section of the Grant Section 1 and Secti	he room of the reading s	Session were you seated Front middle Back middle	1?	Front right
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		AMERICAN CHORAL DIRECTORS		
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#### AMERICAN CHORAL DIRECTORS ASSOCIATION

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AMERICAN CHORAL DIRECTORS

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1. Which category b	elow includes your age?		21				
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Drew Albert Drews obest albert @ Smail.com

EASTERN DIVISION

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Martin @ sauda.org

# EASTERN DIVISION

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1. Which category be	low includes your age?			
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Harold Falconer

EASTERN DIVISION

1. Which category be	elow includes your age?			1.		
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Diane Cushing deushing@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 ☐ 65 or older 2. In a typical day, how many hours do you spend on a computer? Less than 1 hour 1 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 □ Vocal Jazz Choir □ Contemporary Literature □ Women's Choir Easy-Advanced Easy-Moderate High School Choirs □ Worship Easy-Advanced Literature Elementary Choir-Boychoirs Junior High and Middle School Choirs 4. In what/section of the room of the reading session were you seated? 🗹 Front left □ Front right □ Front middle □ Back left □ Back middle □ Back right 5. How would you rate your overall experience at the reading session with projected sheet music? **U**3 □4  $\square 2$ 05 Excellent Fair Poor 6. Rate the brightness of the screen at the reading session. Π3  $\square 2$  $\Box 1$ Very Bright Adequate Not Bright 7. From where you were sitting, rate the legibility of the projected sheet music at the reading session. Q 3  $\Box 4$  $\Box 1$ Adequate Not Legible Very Legible 8. Rate the size of the screen used at the reading session. 12 Π5  $\Box 4$ ٦ß Not Adequate Very Adequate Adequate 9. Would you prefer presentations showing one or two pages of sheet music at a time? I prefer 2 pages shown No opinon □ I prefer 1 page shown 10. Would you support future paperless reading sessions? □ No opinion [] No ]/Yes

MARK Dover Mark doer	NTES ries Ogm	AMERICAL CHORAL DIRECTOR ASSOCIATION	S	
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		ACDA Eastern Division C Reading Session Qu		
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Ryan Tibbetts ryan tibbetts @ gmail.com CHORAL DIRECTORS ASSOCIATION

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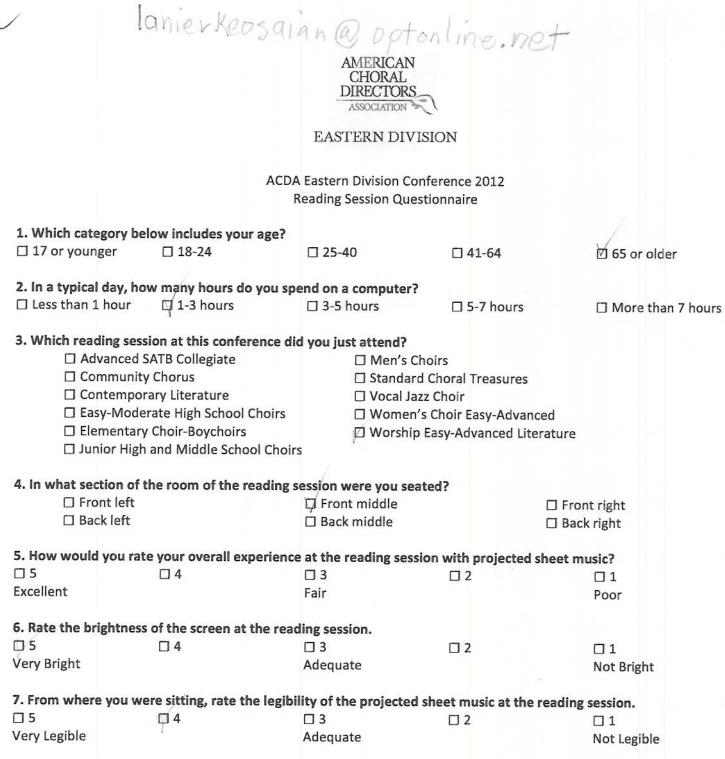
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## EASTERN DIVISION

1. Which cate	<b>gory below includes you</b> ger 🗌 18-24	r age?	□ 41-64	🗆 65 or older
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#### EASTERN DIVISION

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

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

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Contempora		Vocal Jazz C	hoir	
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4. In what section of th	e room of the reading s	ession were you seated	17	
Front left		Front middle		Front right
🛛 Back left		Back middle		🗇 Back right
	your overall experience	e at the reading session	with projected	sheet music?
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Excellent		Fair		Poor
6. Rate the brightness of	of the screen at the read	ling session.		
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Very Bright		Adequate		Not Bright
7. From where you wer	e sitting, rate the legibi	lity of the projected she	et music at the	reading session
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Very Legible	<u>A</u> .	Adequate	0-	Not Legible
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8. Rate the size of the s	creen used at the readi	ng session.		
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9. Would you prefer pro	esentations showing on	e or two pages of sheet	music at a time	2
🗆 I prefer 1 pag		□ I prefer 2 pages show		No opinon
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10. Would you support	future paperless readin	g sessions?		
□ Yes	• •	No		No opinion
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				AST COSC. CO	
		AMERICAN CHORAL DIRECTORS ASSOCIATION	5	histernestrose.edu Mictar Lister	
		EASTERN DIVI	SION		
		A Eastern Division Co Reading Session Ques			
1. Which categ	ory below includes your age?				
□ 17 or young	er 🗌 18-24	□ 25-40	2041-64	🗆 65 or older	
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4. In what sect	ion of the room of the reading	session were you sea	nted?		
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Gregory	Flower	AMERICAN CHORAL DIRECTORS		
1		EASTERN DIVISI	ON	
		Eastern Division Confe Reading Session Questio		
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1. Which category be	low includes your age?			
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2. In a typical day, ho	w many hours do you sp	end on a computer?	•	
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	rary Literature	🗌 Vocal Ja	zz Choir	
Easy-Mode	erate High School Choirs	🗆 Women	's Choir Easy-Advand	ced
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<ol> <li>Which category bel</li> <li>☐ 17 or younger</li> </ol>	ow includes your age? □ 18-24	□ 25-40	□ 41-64	🗆 65 or older		
D 17 OI YOUNGEI	10 24					
2. In a typical day, ho	w many hours do you sp	end on a computer?				
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	- (					
3. Which reading sess	ion at this conference d	id you just attend?				
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🗆 Community	r Chorus	Standard Ch	noral Treasures			
Contempor	ary Literature	Vocal Jazz C	hoir			
Easy-Mode	rate High School Choirs	Women's Cl	hoir Easy-Advanced			
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	it inture paperiess read		-	] No opinion		
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y a	Comment	s? Please use the backsi	do of this page			
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1. Which category belo	ow includes your age?					
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	on at this conference did	d you jus				
Advanced S/	ATB Collegiate		Men's Choirs	5		
Community	Chorus		□ Standard Cho	oral	Treasures	
Contempora	ary Literature		Vocal Jazz Ch	noir		
	ate High School Choirs		□ Women's Ch	oir	Easy-Advanced	
	Choir-Boychoirs				dvanced Literature	
<u></u>	and Middle School Choirs	5	-			
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7. From where you we	re sitting, rate the legibi	lity of th	e projected she	et r	nusic at the reading	session.
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vemoen@	norwoods	RIZ. Ma.	US	
		AMERICAN CHORAL DIRECTORS ASSOCIATION	5	
		EASTERN DIVI	SION	
	ACI	DA Eastern Division Co Reading Session Ques		
<ol> <li>Which category bel</li> <li>17 or younger</li> </ol>	ow includes your age?	□ 25-40	41-64	🗇 65 or older
2. In a typical day, how	w many hours do you s □ 1-3 hours	spend on a computer?	5-7 hours	More than 7 hours
<ul> <li>Advanced S</li> <li>Community</li> <li>Contempor</li> <li>Easy-Moder</li> <li>Elementary</li> </ul>		☐ Men's C 12 Standard 12 Vocal Ja 13 Women 13 Worship	d Choral Treasures	nced
4. In what section of t □ Front left □ Back left	he room of the readin	g session were you sea □ Front middle □ Back middle	ated?	Front right
5. How would you rat 5 Excellent	e your overall experies	nce at the reading sess	ion with projecte	d sheet music?
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ery Adequate	□ 4	□ 3 Adequate	□ 2	1 Not Adequate
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Megan Ankuda 612-396-7845

### EASTERN DIVISION

1. Which categ	ory below includes your age	?		
17 or younge		125-40	□ 41-64	□ 65 or older
		4		
2. In a typical d	lay, how many hours do you	spend on a comput	ter?	
Less than 1 h		3-5 hours	- BIST hour	More than 7 hours
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3. Which reading	ng session at this conference	did vou just attend	12	
	inced SATB Collegiate		's Choirs	
	munity Chorus		dard Choral Treasure	26
	emporary Literature		al Jazz Choir	
	-Moderate High School Choir		nen's Choir Easy-Adv	ancod
	entary Choir-Boychoirs		ship Easy-Advanced I	
	or High and Middle School Ch		ship casy-Auvanceu i	Literature
_ June	in high and middle school ch	OIL2		
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	ou rate your overall experie			
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	you were sitting, rate the leg		ted sheet music at t	
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	of the screen used at the rea	- /	1	
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	enous	•		
9. Would you pi	refer presentations showing	one or two pages of	of sheet mus <mark>ic</mark> at a ti	me?
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10. Would you s	support future paperless rea	ding sessions?		
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## EASTERN DIVISION

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	?		
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	ession at this conference				
	d SATB Collegiate	🗖 Men's (			
Commu	6.		rd Choral Treasur	es	
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4. In what section	of the room of the reading	g session were you se	ated?		
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5 A	port future paperless read				
Yes		🗆 No		No opinion	
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AMERICAN CHORAL
DIRECTORS
ASSOCIATION

ACDA Eastern Division Conference 2012 Reading Session Questionnaire

<ol> <li>Which category b</li> <li>17 or younger</li> </ol>	elow includes your age? ∑ 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 hou	rs 🛛 More than 7 hours		
· · · · · · · · · · · · · · · · · · ·	ssion at this conference di		- Concession - Con			
	Advanced SATB Collegiate     Men's Choirs					
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	orary Literature	Vocal Jazz				
PERSONAL CONTRACTOR CONTRACTOR	erate High School Choirs	U Women's (	Second Second Second			
	ry Choir-Boychoirs	🛛 Worship Ea	asy-Advanced	Literature		
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5. How would you ra	ate your overall experience	e at the reading sessio	n with project	ted sheet music?		
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Excellent		Fair		Poor		
6. Rate the brightne	ss of the screen at the rea	ding session.				
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0 Mould you profer	presentations showing o	no or two nages of she	et music at a f	time?		
9. Would you prefer presentations showing one or two pages of sheet music at a time? □ I prefer 1 page shown □ No opinon						
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10. Would you supp	ort future paperless readi	ng sessions?				
10. Would you support future paperless reading sessions?				No opinion		
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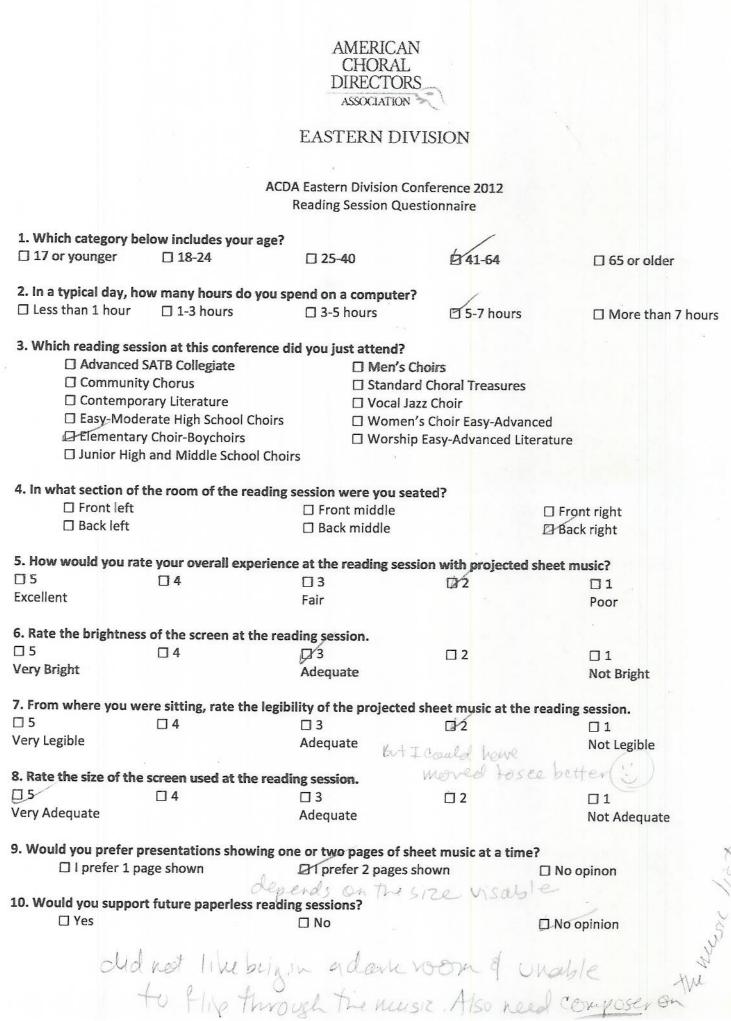
Alexis Ford



	below includes your ag			
□ 17 or younger	18-24	□ 25-40	□ 41-64	☐ 65 or older
2. In a typical day,	how many hours do you	u spend on a computer?		
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3. Which reading se	ession at this conference	e did you just attend?		
	d SATB Collegiate	E Men's Cl	noirs	
Commun	hty Chorus	🗆 Standard	Choral Treasures	
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	ary Choir-Boychoirs		Easy-Advanced Litera	
	gh and Middle School C	-		
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8. Rate the size of t	he screen used at the re	eading session.		
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		g one or two pages of sh		
	page shown	I prefer 2 pages s	nown L	] No opinon
10. Would you supp	ort future paperless re	ading sessions?		
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	trouble	following .	gue mus	C.



1. Which category b	pelow includes your age	e?		
☐ 17 or younger	□ 18-24	□ 25-40	1 41-64	□ 65 or older
2. In a typical day, h	now many hours do you	i spend on a compute	r?	
□ Less than 1 hour		□ 3-5 hours	□ 5-7 hou	rs 🛛 More than 7 hours
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3. Which reading se	ssion at this conferenc	e did vou just attend?	,	· · · · · · · · · · · · · · · · · · ·
	d SATB Collegiate	□ Men's		
□ Commun	-		ard Choral Treasur	25
	orary Literature		Jazz Choir	
· · · · · · · · · · · · · · · · · · ·	derate High School Choi		en's Choir Easy-Ad	vanced
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4. In what section o	f the room of the readi	ng session were you	Shated?	
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Back left		□ Back middle		□ Back right
5. How would you r	ate your overall experi	ence at the reading se	ssion with project	ted sheet music?
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7. From where you	were sitting, rate the le	gibility of the project	ed sheet music at	the reading session.
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AMERICAN CHORAL
DIRECTORS
ASSOCIATION

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### ACDA Eastern Division Conference 2012 Reading Session Questionnaire

1. Which category be	low includes your age?						
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2. In a typical day, ho	w many hours do you s	oend on a	a computer?				
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Advanced	SATB Collegiate		Men's Che	oirs			
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Naomi Schick	AMERICAN CHORAL DIRECTOR ASSOCIATION EASTERN DI COA Eastern Division Co	S VISION	
	Reading Session Que	estionnaire	
1. Which category below includes your ag	e?	1	
□ 17 or younger □ 18-24	□ 25-40	1-64	□ 65 or older
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Less than 1 hour 1-3 hours	□ 3-5 hours	□ 5-7 hours	□ More than 7 hours
V			
<ul> <li>3. Which reading session at this conference</li> <li>Advanced SATB Collegiate</li> <li>Community Chorus</li> <li>Contemporary Literature</li> <li>Easy-Moderate High School Cho</li> <li>Elementary Choir-Boychoirs</li> <li>Junior High and Middle School Contemporation</li> </ul>	☐ Men's ( ☐ Standa ☐ Vocal Ja irs ☐ Womer ☐ Worshi	rd Choral Treasure	anced
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10. Would you support future paperless re	ading sessions?		
🗹 Yes	🗆 No		□ No opinion

# **N. Final Presentations**



# Load-In and Load-out

AMERICAN

CHORAL

DIRECTORS

ASSOCIATION

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

# **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
- o Items were misplaced
- Items were packed in the wrong places

# Preparation

- Make a List
  - Think through the process
  - Play it safe
- Determine How to Procure Items
  - Schedule dates to borrow
  - Determine budget for buying

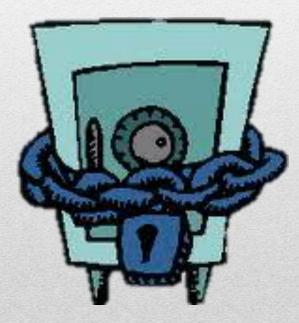


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# **Collect and Store**

### 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:**

- 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

- Ensure brochures will not be damaged
  - Admissions Material
  - Music Brochures
  - Give Away Items
  - Posters
  - Clipboards
    - Should protect papers and posters
  - Boxes of Pencils

# **Cord Box**

### **Disconnect - Neatly Coil – Group by Type:**

- Extension Cords
- Power Cords
- o VGA Cables
- o Ethernet Cables
- Power Strip



# **Additional Items**

### **Place the Following on Top of Cords:**

- Computer Mice
- Keyboards
- o Switches
- o Mini Display Key



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# **Individual Items**

### Large or Delicate Items are Packed Separately:

- o Laptops
- Projectors
- Desktop Computers
- o Large Banner
- o Printer



## Inventory

### **Reminders:**

- Every Item Accounted for Every Time
- Account for Shifting
- o Always Coil Cords

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# Conclusion

### • Success this year:

- All necessary equipment was procured
- Sent and returned
- Foreseeable complications:
  - Airtravel
    - No items can be out of boxes
    - Boxes will be handled roughly
    - Plan for lost baggage



### Thank you.





## **USB** Drive Preparation

#### Towards a Paperless Choral Classroom

American Choral Directors Association President: Robert Eaton

Zaki Akhtar`13, Brandon Otte`13, Dan Brandon`13 Advisor: John Delorey

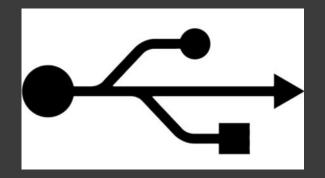
## **USB** Preparation Outline

- USB and PDF Background
- Requirements
- Music Gathering
- Obtaining a quote
- Music Upload

### Introduction

## USB Background

- USB Universal Serial Bus
- Developed in mid 90's
- Standardized computer connection
- Used for storage devices
- Supported by many operating systems



## PDF Background

- PDF–Portable Document Format
- Developed in mid 90's
- More than just text
  - Hyperlinks
  - Videos
  - Etc.
- Print Disabling
- Size from 15KB-250KB



Background

## Requirements

- 1GB storage
- 1200 drives
- Preloaded data
- Double sided printing
- Production time



### Background

## **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

## How to Find a Quote

- 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 <u>http://www.siliconimaging.c</u> om/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







- 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

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**Beatus vir** 











Suggestions for Future Choral Conferences





Suggestions for Future Choral Conferences







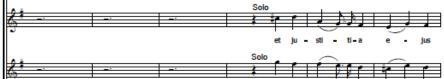
Suggestions for Future Choral Conferences



Suggestions for Future Choral Conferences







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Suggestions for Future Choral Conferences





Suggestions for Future Choral Conferences

#### 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)



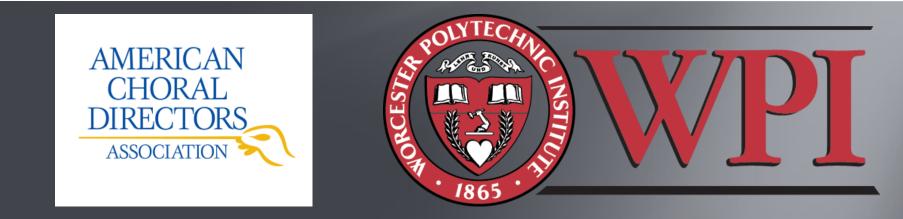
# Questions?

# 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

Towards a Paperless Choral Classroom > Documents Documents				
View All Site Content	Actions -			
Pictures	Type	Name	Modified	Modified By
Pictures  Documents		E-mails to Thomas Martin	12/15/2011 5:19 PM	Tran, Alexander Minh
Documents		Team 2	12/20/2011 1:19 AM	Otte, Brandon J
<ul> <li>Wiki Library</li> </ul>	<b></b>	TPCC 2011 Final Paper	11/9/2011 5:35 PM	Tran, Alexander Minh
<ul> <li>Slide Library</li> </ul>	<b>M</b>	11.16.11_email_team6	12/6/2011 12:14 AM	Du, Xiao
Lists  Calendar	ei -	Assignment 1.Bonhomme	10/4/2011 2:00 PM	Cann, Megan Elizabeth
Tasks	<b>M</b>	Assignment 1.Cubano	10/3/2011 2:03 AM	Cubano, Brittany A
<ul> <li>Shared Contacts</li> </ul>	<b>e</b>	Assignment 2.Bonhomme	10/4/2011 1:59 PM	Cann, Megan Elizabeth
Discussions     Discussion Board	•	Assignment 4-Group 1	10/10/2011 5:12 PM	Reed, Mario Duane Edward
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	<b>1</b>	assignment1.cann	10/4/2011 11:09 PM	Cann, Megan Elizabeth
	<b>(1)</b>	Assignment1.du	9/13/2011 7:05 PM	Du, Xiao
	1	assignment1.eagle	9/26/2011 10:24 AM	Eagle, Julie Marie
	<b>1</b>	Assignment1.Galloway	10/6/2011 10:11 AM	Galloway, Jameel Tariq
	<b>1</b>	Assignment1.Ketcham	9/12/2011 7:16 PM	Ketcham, Shannon Patrick
	<b>(1)</b>	Assignment1.Naeem	9/14/2011 6:30 PM	Naeem, Naveed A
	1	Assignment1.Rolle	10/3/2011 1:35 PM	Rolle, David Seth
	<b>1</b>	Assignment1.tran	9/12/2011 5:58 PM	Tran, Alexander Minh
	<b>(19)</b>	Assignment2.Cubano	10/3/2011 2:23 AM	Cubano, Brittany A
	<b>1</b>	Assignment2.du	10/9/2011 2:49 AM	Du, Xiao
	1	Assignment2.Galloway	10/6/2011 10:11 AM	Galloway, Jameel Tariq

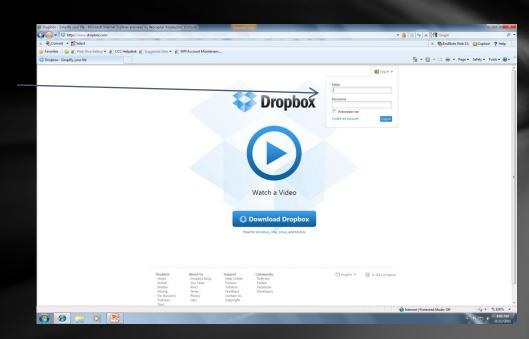
# Dropbox – What Is It?

- 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 <u>www.dropbox.com</u>
- ≻ Click "Log in"
- Create an Account



### Create an Account

🔑 Log in 🛛 🥜 Cr	eate an Account
	Create a Dropbox Account
First name	
Last name	
Email	
Password	
	I agree to Dropbox Terms of Service Create account
Ν	lew to Dropbox? Check out our tour.

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 (S³)





# 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?**