

*Reprints from the*

# International Trumpet Guild® Journal

*to promote communications among trumpet players around the world and to improve the artistic level of performance, teaching, and literature associated with the trumpet*

**Kris Chesky, Health and Awareness Editor – *Health Promotion in Schools of Music***  
**(Jan 05/41)**

The International Trumpet Guild® (ITG) is the copyright owner of all data contained in this file. ITG gives the individual end-user the right to:

- Download and retain an electronic copy of this file on a single workstation that you own
- Transmit an unaltered copy of this file to any single individual end-user, so long as no fee, whether direct or indirect is charged
- Print a single copy of pages of this file
- Quote fair use passages of this file in not-for-profit research papers as long as the ITGJ, date, and page number are cited as the source.

**The International Trumpet Guild® prohibits the following without prior written permission:**

- Duplication or distribution of this file, the data contained herein, or printed copies made from this file for profit or for a charge, whether direct or indirect
- Transmission of this file or the data contained herein to more than one individual end-user
- Distribution of this file or the data contained herein in any form to more than one end user (as in the form of a chain letter)
- Printing or distribution of more than a single copy of the pages of this file
- Alteration of this file or the data contained herein
- Placement of this file on any web site, server, or any other database or device that allows for the accessing or copying of this file or the data contained herein by any third party, including such a device intended to be used wholly within an institution.

**[www.trumpetguild.org](http://www.trumpetguild.org)**

**Please retain this cover sheet with printed document.**

This column will profile various health issues related to trumpet, current research activities, and existing resources available to ITG members. The following is the first in a series of reports designed to increase awareness about various organizations and associations dedicated to the health care of musicians. If you have suggestions for the column, please contact Kris Chesky, ITG Health and Awareness Editor, [health@trumpetguild.org](mailto:health@trumpetguild.org)

## Health Promotion in Schools of Music

BY KRIS CHESKY

“Music schools should accept responsibility to recognize and respond to health risks associated with all aspects of music.” This direct recommendation for music schools and faculty was developed and approved by charter delegates to the first Health Promotion in Schools of Music conference held in late September (2004) in Fort Worth and hosted by the Texas Center for Music & Medicine and the Performing Arts Medicine Association. Following three days of focused debate and consensus building with over 100 qualified experts in medicine, mental health, vocal health, hearing conservation, and music, the recommendation was clear and unambiguous. Music schools need to acknowledge medical risks associated with learning and performing music. Music schools need to know that these risks are often associated with how music is taught and performed in instructional settings. Music schools need to understand that medical problems associated with learning and performing can be prevented or minimized through education of both students and faculty, better utilization of existing campus resources, quantification and adjustments of sound exposure levels in schools, an ongoing and critical evaluation of pedagogy, and a critical reflection of what and how we tell students about careers as a musician.

The Health Promotion in Schools of Music project started over three years ago when the National Association of Schools of Music introduced accreditation guidelines directing schools to assist music students to gain information from qualified professionals about occupational injuries. The idea of developing and hosting a national conference came from a personal belief that music faculty are generally not qualified for this task and need some assistance from experts, and that we need to focus on the culture of music schools as it relates to medical issues. As an undergraduate performance major and as a graduate music

education major, I do not recall anyone mentioning the personal health risks associated with trumpet playing or working as a musician. Music education faculty never mentioned any health risks to my future students or that those health risks were associated with what I would eventually do or not do as a future instructor or band director. My ears did ring following ensemble rehearsal periods, but I don't recall anyone being concerned that sound exposure was too loud or for too long.



Nueromusculoskeletal Working Group, L – R: Richard Lederman (Cleveland Clinic), Alice Brandfonbrener (Northwestern University), William Dawson (Northwestern University), and Ralph Manchester (University of Rochester).

---

*“As an undergraduate performance major and as a graduate music education major, I do not recall anyone mentioning the personal health risks associated with trumpet playing or working as a musician.”*

---

No one mentioned the terms misuse or overuse.

Not acknowledging the medical problems associated with learning music seems to represent a cultural norm for college music programs. This view is apparently shared by others... funding for the HPSM project is provided through grants from the National Endowment for Arts, Grammy Foundation, NAMM, International Foundation of Music Research, and the Scott Foundation. A total of 23 national and international organizations have agreed to partner with this project. Partnering organizations include the ITG, MENC, IAJE, NATS, MTNA, and many others.

As the formal ITG representative, it is my responsibility to provide periodic updates about the Health Promotion in Schools of Music project. Writing this report, just days after the conference, I am overwhelmed with the magnitude and strength of information presented. By the time this article appears, much progress will have been made towards the development of educa-



L – R: Kris Chesky (Executive Director of the HPSM Project and ITG liaison representative), and Steven Mitchell, (President of Performing Arts Medical Association)

tional materials for use in schools of music. The content that was presented during the conference is now being developed into a generic health promotion deliverable for use with all college music students. Accompanying this educational program will be a program guide for music executives and administrators. Timely updates are posted on the internet for convenient access (<http://www.unt.edu/hpsm>).

One clear outcome from the HPSM conference is that consistency of results throughout the performing arts medicine literature, a biologic and/or psychosocial plausibility of coherence of evidence, and the specificity of insults or conditions leading to specific effects, all support causal links between learning and performing music and medical conditions. Presented by four working groups of medical experts, these causal links were highlighted for mental health problems, problems with hearing loss, and various neuromusculoskeletal problems.

---

*“The question for teachers, particularly those who are working in college settings, is whether they acknowledge the critical role of studio faculty, music education faculty, and/or ensemble directors as being part of the solution.”*

---

The question for teachers, particularly those who are working in college settings, is whether they acknowledge the critical role of studio faculty, music education faculty, and/or ensemble directors as being part of the solution. The health status and career longevity of student and professional musicians have become more widely acknowledged, and clinical centers have become involved with treatment of injuries incurred in the course of learning and performing music. Educational and

research activities focusing on prevention are beginning to emerge. However, in large part due to the inability to understand the relationships between how music is taught in schools and subsequent medical problems, widespread efforts to prevent these disabling injuries through changes in instruction or practice techniques have not yet taken shape. This is the challenge to all of us as teachers.

The HPSM conference is more likely to be seen as a beginning of an important process rather than an end. As Alice Brandfonbrener recently stated in the March editorial of the *Medical Problems of Performing Artists* journal (2004), “It is an exciting goal to help in reshaping music education for the 21st century and in implementing new teaching techniques and curriculums, based on a less parochial view of the process and with a new awareness of how good health and good musicianship go hand in hand.”

*About the author:* Kris Chesky is Executive Director for the Health Promotion in Schools of Music project. Chesky holds a unique joint faculty position with the University of North Texas College of Music and the UNT Health Science Center Department of Medicine. He is the Director of Education and Research for the Texas Center of Music and Medicine. Chesky serves on the Board of Directors for the Performing Arts Medical Association, the Scientific Review Board for the *Medical Problems of Performing Artists Journal*, and the Editorial Committee for the *ITG Journal*. His degrees are from the Berklee College of Music (BM) and the University of North Texas (MME, PhD). His research focuses on the medical problems of musicians and applications of music in medicine.

