



James C. Harper School of Performing Arts

DISCOVER THE MUSIC IN YOU.





A NOTE FROM DIRECTOR KAREN S. BURTON

Dear Friends,

The James C. Harper School of Performing Arts is now in its fifth year of operation and we have seen more than 600 students enrolled in private lessons, group lessons and ensembles. This does not include the 50(+) members of the Harper Concert Band that performs throughout the year. The school continues the legacy of our name sake Captain James C. Harper by delivering quality music instruction to children and adults in Western North Carolina regardless of financial circumstances.

Learning to play music, to sing, and to perform is a special joy and is a way of experiencing life. The Harper School is a great place to begin your journey into music or to build on already acquired musical abilities. Our dedicated and talented instructors who are specialists on their musical instruments will work with you for your personal musical enrichment or to prepare you for a potential career in music.

Our board and staff work diligently to ensure the effective management of the funds that we receive from our generous supporters. Through the generosity of our donors we are able to provide scholarship assistance to qualifying students who would otherwise not be able to experience the joy of music in their lives.

There are great things in store for the Harper School and I hope that you will enjoy the information provided on the history of the Harper School and the description of the opportunities the school provides for individuals seeking musical study. Look through the pages and “Discover the Music in You.” Find what best suits your interests and needs. I truly hope that you will join us for a rewarding and musical adventure by experiencing the magic that happens at the Harper School.

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THE JAMES C. HARPER SCHOOL OF PERFORMING ARTS MISSION STATEMENT

Drawing on the rich musical heritage of Caldwell County and the surrounding area, the James C. Harper School of Performing Arts provides high quality musical and performing arts instruction that fosters the creative instincts of its students. Through individual and group classes, rehearsals, recitals, concerts, and festivals, the School offers a nurturing environment for students of all ages, abilities, backgrounds, and financial circumstances.



LHS FOUNDATION MISSION STATEMENT

The LHS Foundation preserves the diverse creative and artistic heritage of Western North Carolina, the legacy of Captain James C. Harper and the Lenoir High School Band by supporting performing arts education in the region and enhancing the historic, economic, and cultural fabric of the community.

THE HISTORY OF THE JAMES C. HARPER SCHOOL OF PERFORMING ARTS

The Harper School was founded in 2006 and is named in honor of Captain James C. Harper, the nationally acclaimed Lenoir High School Band Director. Captain Harper established the Lenoir High School Band in 1924 thus establishing a strong heritage of music education in Caldwell County. In the words of LHS Band alumni Joseph Robinson, principal oboist of the New York Philharmonic, “Captain Harper bet his entire life and family fortune on a premise that a handful of mountain children in North Carolina deserve to have a conservatory education.”

The Harper School was founded by the LHS Foundation, a group of Lenoir High School Alumni, to preserve the Lenoir High School Band Building which was left empty when Lenoir High School closed in 1977. The goal of the LHS Foundation was to have a school of performing arts located in the band building that would be a place where people of all ages and backgrounds would carry on Captain Harper’s tradition of excellence in music education and performance.

The school was originally located at St. James Episcopal Church and operated there until the fall of 2008 when we moved to our current location in the Education Building of College Avenue Baptist Church. The six thousand square foot facility which had been vacant for almost 30 years provides the Harper School with 18 private studios for faculty and students, 3 open areas for group programs and space for the Harper Band Music Library.

FINANCIAL HISTORY

The Harper School has been financially sound since it was founded in 2006 and has ended every year with an operating and cash surplus.

STATEMENT OF ACTIVITIES

| History of Operations | 05/06 | 06/07 | 07/08 | 08/09 | 09/10 |
|----------------------------|----------|-----------|------------|------------|-----------|
| Support and Revenue | \$97,124 | \$177,334 | \$296,865* | \$223,107* | \$172,200 |
| Expenses | \$85,527 | \$176,004 | \$216,928 | \$198,186 | \$168,069 |
| Net Surplus | \$11,597 | \$1,330 | \$79,937 | \$24,921 | \$4,131 |
| Fundraising History | \$56,550 | \$98,184 | \$205,317* | \$129,373* | \$94,071 |
| Tuition History | \$32,469 | \$75,799 | \$83,340 | \$84,765 | \$75,225 |

*Includes capital campaign donations for renovation of current location.

MEET OUR BOARD

President – Becky Ferrell

Vice President – Kim Wangler

Secretary – Martha C. Cartee

Treasurer – Pamela Helton

BOARD MEMBERS

Matt Brittain
John R. Craig
Adrienne Dula
Jim Harper
Villary LaRue
Teresa Robertson
Kivi Sherman
Carol S. Shinn
Rebecca Whitt Warrick
Sandy Whittington

MEET OUR INSTRUCTORS

DAVID ABERNETHY M.D. *Percussion*

David is the founder and producer of Puddingstone. He received his early music training as a percussionist with the award winning Lenoir High School Band. As a student at Elon College, he held a full music scholarship and traveled with the school stage band. He earned a B.S. in Chemistry at Elon College and an M.D. at Bowman Gray School of Medicine. He plays the hammered dulcimer, hurdy-gurdy, penny whistle, gemshorn, krumhorn, recorder, racket, electronic wind-controller, and many percussion instruments. When not directing Puddingstone, David practices medicine in Lenoir, N.C.

SHAY BARNES *Voice*

Shay graduated from Western Carolina University with a BA in Music Education and a Master of Music from the University of North Carolina Greensboro. She is the Choral Director at Granite Falls Middle School.

JONATHAN BEAL *Brass/Woodwinds*

Jonathan is the band director at Collettesville Middle School in Lenoir. Jonathan is an active music educator and in addition to middle school band, he has taught high school band, general music and character education during his years in public education. Jonathan holds a Bachelor of Arts degree in Music Education from Wake Forest University. Jonathon and his students have enjoyed success at State Festival, with five superior ratings.

VINCENT CRIST *Organ*

Vince has a doctor of musical arts in performance studies from the College-Conservatory of Music at the University of Cincinnati in Cincinnati, OH, a doctoral study in organ from the University of Kentucky in Lexington, KY, a master of music in church music from the Westminster Choir College in Princeton, NJ and a bachelor of arts in music from Warren Wilson College in Asheville, NC. Vince is currently the choir director at St. James Episcopal Church.

GEORGE FIGUEROA *Violin*

George holds a Bachelor of Music Degree in Violin Performance from the New World School of the Arts and Masters Degrees from Kent State University and the University of Oklahoma. An active chamber music performer, soloist and teacher, George performs with La Catrina String quartet and with orchestras including the New World Symphony and the West Palm Beach Opera orchestra.

KIM GANT *Piano and Voice*

Kim holds a Bachelors and a Masters degree in voice performance and pedagogy from Appalachian State University. She has been a music instructor at the secondary and postsecondary school levels as well as an active church musician in both choral and handbell directing.

MEET OUR INSTRUCTORS

DAWN GRANT *Violin, Viola, Cello and Fiddle*

Dawn earned a music degree in violin performance from Huntingdon College in Montgomery, AL. Dawn has enjoyed working with a number of singer/songwriters and new acoustic type bands. She is a former Director of the School of Fine Arts in Gardendale, AL. Her Suzuki Teacher Training was done with Stevie Sandven in Atlanta. Dawn teaches with the Mark O'Connor violin/fiddle method.

JIM GREENE *Guitar*

Jim is a graduate of the St. Johns River Junior College in Palatka, Florida. Jim is a highly versatile guitarist teaching in the traditional, blues, country, slide and rock styles. His combined talents in performance and teaching have inspired guitar students of all ages.

PHILIP HAAS *Voice and Piano*

Philip is a graduate of Pensacola Christian College in Pensacola, Florida and has a B.S. in secondary education with a major in music education. Philip has taught 3rd grade Theory, 1st grade Piano, 2nd grade Singing and high school Voice Lessons.

RICHARD HASTINGS *Bagpipes*

Richard holds degrees from Arizona State University and the University of Southern California and is a former Air Force pilot. Richard has been a bagpipe instructor since 1984 and has experience playing with 10 different pipe and drum groups.

RHONDA LORENCE *Suzuki Violin and Viola*

Rhonda is a graduate of the University of South Florida with a Bachelors degree in Music Performance with an emphasis on viola. She also has Suzuki teacher training from Furman University. An active performer and composer, Rhonda has recorded, engineered and produced original music combining viola and synthesizers.

MICHAEL RIGGS *Piano*

Michael is a graduate of Lenoir-Rhyne University with a Bachelor of Arts in Music studying piano, pipe organ and trumpet. Michael is currently a West Caldwell High School teacher and chair of the Family and Consumer Science department. He is organist at First Baptist Church in Hudson and for 13 years he was on the music faculty at Caldwell Community College. His memberships include the American Guild of Organists, The Hickory Music Club, The National Federation of Music Clubs, Caldwell County Historical Society, and Professional Educators of North Carolina.

RACHEL SAWYER *Voice*

Rachel is the chorus Director at Patton High School and is a graduate of Appalachian State University and a North Carolina Teaching Fellow. Rachel has actively pursued her interest in vocal music education and performance. As a private voice instructor at Kids Make Music in Morganton, Rachel worked with students of various ages to prepare them for recitals and performances. While at Hudson Middle School as a student teacher, Rachel conducted choir and prepared students for formal concert appearances.

MEET OUR INSTRUCTORS

MARK SOSSOMAN *Brass*

Mark has over eleven years of experience as a public school band director and music teacher. He started his career as a middle school band director in Georgia before finishing his six years of middle school teaching at Table Rock Middle School in Morganton, NC. He then taught five years as a high school band director at Freedom High School and Patton High School, both also in Morganton, NC. In addition to his work as a classroom teacher, Mark has taught privately on every brass instrument, even though his principal instrument is euphonium. He received his bachelor of Music degree in Instrumental Music Education from Furman University in Greenville, SC.

BOBBY STEADMAN *Guitar / Music Together / Suzuki Guitar*

Bobby graduated from Brevard College with a BA in Music Performance and continued his graduate studies at Appalachian State University. He has been a performance student in master classes conducted by distinguished contemporary guitarists such as the Grammy winning LAGQ, Andrew York, and Scott Tennant, among others.

MICHAEL WILLIS *Harp/Percussion*

Michael discovered his interest in a musical career as a percussionist with the award winning Lenoir High School Band and studied music at Brevard College and Appalachian State University. He has extensive experience playing professionally with a variety of musical groups. He has played percussion with the New York Quartet and with the Jerry Lambert Trio in Charlotte, Raleigh and Atlanta. His unique style of Jazz piano developed while working with Milton Clapp and the New York Quartet. He studied Harp with Jean Morehead in Raleigh and Lorraine Little in Charlotte. Michael played harp and piano at the Tower Club in Charlotte from 1989-1996 and does freelance work with several musical groups in the area.

LISA WOOTEN *Music Therapy*

Lisa graduated from Georgia College and State University with a Bachelor Degree in Music Therapy and is a board certified Music Therapist. Lisa also teaches saxophone and music theory. Lisa is currently a music therapist for Valley Nursing and Rehabilitation Center.

KIMBERLY ZIMMERMAN *Cello / Music, Motion and More*

Kimberly graduated from Salem College with a Bachelor of Music in Music Education. She is currently pursuing a Masters degree in Cello Performance from Appalachian State University, where she teaches undergraduate cello and performs with the Hayes Graduate String Quartet, the Appalachian Symphony Orchestra, the Appalachian Philharmonic, and Collegium Musicum, Appalachian's Baroque ensemble. After completing her graduate work, she intends to pursue a career in public school music education.

 **NOTE WORTHY PROGRAMS AT THE HARPER SCHOOL**



EARLY CHILDHOOD MUSIC Music Together

PRE-SCHOOL AND ELEMENTARY MUSIC Music, Motion and More

SUZUKI INSTRUCTION

| | | | |
|--------|-------|--------|-------|
| Violin | Viola | Guitar | Piano |
|--------|-------|--------|-------|

INDIVIDUAL LESSONS

| | | | |
|--------------|----------|------------|-----------|
| Bagpipes | Cello | Clarinet | Euphonium |
| Fiddle | Flute | Guitar | Harp |
| Music Theory | Organ | Percussion | Piano |
| Saxophone | Trombone | Trumpet | Violin |
| Viola | Voice | | |

GROUP CLASSES

Guitar Group
 Hand Bells: Beginning and Intermediate
 Harper Youth Wind Ensemble
 Music Theory
 World Music Drumming

HARPER CONCERT BAND

MUSIC THERAPY

EARLY CHILDHOOD MUSIC - MUSIC TOGETHER®



Music Together is a music and movement approach to early childhood music development for infants, toddlers, preschoolers and kindergarten children and their parents, teachers and other primary care-givers. First offered to the public in 1987, it pioneered the concept of a research-based, developmentally appropriate early childhood music curriculum that strongly emphasizes and facilitates adult involvement.



The Music Together approach develops every child's birthright of basic music competence by encouraging the actual experiencing of music rather than the learning concepts or information about music. It began as an educational project of the Center for Music and Young Children and is now being taught nationwide.

The Music Together Class

Music Together classes are small communities of families that share the fun and joy of making music together. These 45 minute classes are carefully planned by certified Music Together teachers who facilitate engaging and enjoyable music experiences for the child and the parents. Music Together classes are not the formal learning experience you may associate with antiquated forms of music training nor are they traditional performance focused music instruction. A Music Together class is a play-based and fun filled music making experience which promotes musical development in children in the ways that children learn best, in an exploratory manner and by their parent or care-givers modeling. Classes are focused on nurturing the basic music competence of each child. This basic music competence can be defined as engaging in musical experience and being able to sing in tune and move in a coordinated way with the rhythms of music. The Music Together program is grounded in the notion that all people have a musical aptitude that can be developed, when nurtured.

Parent and Caregiver Education

Parent participation in Music Together is one of the philosophical groundings of the program. The registered Music Together teacher helps provide the parents with skills and creative ideas to engage their children in years of exciting musical play. From this perspective parents become their child's primary music mentor by encouraging their child's musical exploration and by creating music with their child.

Music Together sessions are offered four times per year, in the Spring, Summer, Fall and Winter and each session is comprised of ten (10) 45-minute classes.

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For more Music Together locations: www.musictogether.com • 1-800-728-2692

PRE-SCHOOL AND ELEMENTARY MUSIC: MUSIC, MOTION AND MORE

Music, Motion and More is a fun-filled weekly music class for children ages 5 through 8. Children will learn about melody, harmony and rhythm while learning simple songs on Boomwhackers, drums and other rhythm instruments. Music, Motion and More is a great preparation for private music instruction.



Come and experience 45 minutes of music-making!

Music, Motion and More sessions are offered four times per year, in the Spring, Summer, Fall and Winter and each session is comprised of five (5) 45-minute classes.

SUZUKI INSTRUCTION

Shinichi Suzuki, master violin teacher and founder of the Japanese Talent Education Movement, revolutionized violin teaching. Outstanding results have been achieved in viola, cello, flute, string bass, harp, recorder, guitar and piano instruction.



The Suzuki Method works on the principle that every child can develop his or her abilities during the early and sensitive years far beyond what most people imagine. A child can learn music through the same process he or she learns their mother tongue. Thus, the parent's role is vital in the development of early learning ability. The parent attends lessons with the child and helps with practice at home.

The parent's knowledge of the instrument and music is developed along with the child's. The basic principles of the Suzuki Method consist of:

Listening | Motivation | Proper technique | Repetition | Reinforcement

The primary goal is to train the child not only in his or her musical abilities, but also in his or her total human development. Lessons are designed to enhance the student's enjoyment of performing and learning.

INDIVIDUAL LESSONS

Bagpipe: Bagpipes are woodwinds and reed instruments as well. They are easily identified by their air reservoir, which comes in the form of a bag or sack. It is this sack, which allows the player to breath while playing, and not interrupt their melody. When the bag is full, the sound is being produced directly by the bag, and is therefore not disturbed by a brief interruption in the supply to the bag. Students will start out on the Practice Chanter and transition to the Scottish Highland Bagpipe. This Scottish instrument is a commonly seen instrument that originated as a military instrument in Scotland. Today it plays many folk songs and has a very distinct sound.

Cello: The cello is a bowed string instrument. The cello is used as a solo instrument, in chamber music, and as a member of the string section of an orchestra. It is the second largest bowed string instrument in the modern symphony orchestra.



Clarinet: The clarinet is part of the woodwind family. The instrument has an approximately cylindrical bore, and uses a single reed. Clarinets comprise a family of instruments of differing sizes and pitches. The clarinet is used in jazz and classical ensembles, in chamber groups, and as a solo instrument.

Euphonium: The euphonium is a valved instrument whose name in greek means "well-sounding" or "sweet-voiced." A euphonium has four valves, a deep-cut mouthpiece and produces a warm deep tone. Because of the euphonium's big, pleasing, transparent tone and wide range, spanning from tenor to bass registers, the euphonium is a hit with performers, band directors and composers alike.

Fiddle: The fiddle is a member of the violin family and is simply another name for a violin. The fiddle is typically classified with folk music. A majority of traditional folk styles are oral traditions and are taught "by ear" rather than with written music.

Flute: The flute is a very popular instrument and produces a soothing, resonate and welcome sound. It is small, lightweight and easily portable and is used in many different musical genres, bands, orchestras, some jazz groups and also works well as a solo instrument. Flute is offered for students interested in beginning, intermediate or advanced lessons.

Guitar: The guitar is a plucked string instrument, played either with fingers or a pick. The guitar consists of a body with a rigid neck to which the strings, generally six in number but sometimes more, are attached. The guitar can be played as a solo instrument or as accompaniment. The guitar is easily portable and well loved by audiences of every kind.

INDIVIDUAL LESSONS

Harp: A harp is a stringed instrument which has the plane of its strings positioned perpendicular to the soundboard. All harps have a neck, resonator, and strings. Depending on its size (which varies considerably), a harp may be played while held in the lap or while it stands on the floor.

Music Theory: Would you like to understand how music works? Would you like to learn to read music, and maybe even write your own songs? Music theory is the study of how music works. It examines the language and notation of music. It seeks to identify patterns and structures in composers' techniques, across or within genres, styles, or historical periods. You will learn the basics of note reading, chords and keyboard skills.

Organ: The organ is a keyboard instrument operated with the hands and/or with the feet. Beginning organ students will learn keyboard and pedal technique and familiarize themselves with the mechanics of the organ and its repertoire. More advanced students will learn representative repertoire from the different musical eras--pre-baroque, baroque, classical, romantic, and contemporary--in order to compare and contrast styles and techniques.

Percussion: Percussion is a term for instruments played where sound is produced by one object striking another or by being scraped or shaken. Percussion instruments play not only rhythm, but also melody and harmony. Their primary function is rhythmic but they are also used as melody instruments. Percussion instruments include drums, piano's, cymbals, dulcimer, tambourine etc.

Piano: Learning to play the piano develops fine motor skills, visual skills and listening skills. Piano playing combines all of these skills at one time. Piano lessons teach the basics of music, reading notes, learning scales and music terminology. One-on-one instruction provides maximum time with the teacher for developing repertoire.



Saxophone: The saxophone (also referred to as the sax) is a member of the woodwind family. Saxophones are usually made of brass and played with a single-reed mouthpiece similar to that of the clarinet. While proving very popular in its intended niche of military band music, the saxophone is most commonly associated with popular music, big band music, blues, early rock and roll, ska and particularly jazz.

INDIVIDUAL LESSONS

Trombone: The trombone is a musical instrument in the brass family. Like all brass instruments, sound is produced when the player's vibrating lips cause the air column inside the instrument to vibrate. The trombone is usually characterized by a telescopic slide with which the player varies the length of the tube to change pitches.

Trumpet: The trumpet is the musical instrument with the highest register in the brass family. Trumpets are among the oldest musical instruments and are constructed of brass tubing bent twice into an oblong shape, and are played by blowing air through closed lips, producing a "buzzing" sound which starts a standing wave vibration in the air column inside the trumpet.



Violin: The violin is a string instrument, usually with four strings tuned in perfect fifths. It is the smallest and highest-pitched member of the violin family of string instruments. A violinist produces sound by drawing a bow across one or more strings (which may be stopped by the fingers of the other hand to produce a full range of pitches), by plucking the strings (with either hand), or by a variety of other techniques. The violin is played by musicians in a wide variety of musical genres, including Baroque music, classical, jazz, folk music, pop-punk and rock and roll.

Viola: The viola is a bowed string instrument. The casual observer may mistake the viola for the violin because of their similarity in size, closeness in pitch range and nearly identical playing position. However, the viola's timbre sets it apart: its rich, dark-toned sonority is more full-bodied than the violin's.

Voice: The human voice consists of sound made by a human being using the vocal cords for talking, singing, laughing, crying, screaming, etc. Human voice is the part of human sound production in which the vocal cords are the primary sound source. Singers use the human voice as an instrument for creating music.

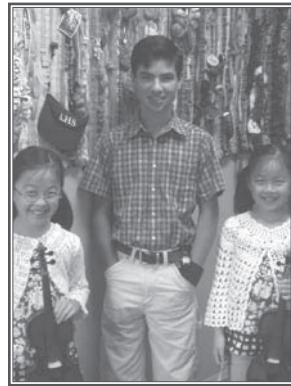
GROUP CLASSES AND ENSEMBLES

Guitar Group: This class is designed for guitarist to learn to perform in an ensemble as well as to play basic techniques.

Beginner Hand Bells: Have you always been interested in learning music, but never had time? This class is open to all—no music reading experience is necessary. We will learn to read music, practice hand bell techniques, and to perform as a group. As a student, you will be expected to show up for rehearsals and try your hardest...that's it! What better way to learn music?

Intermediate Hand Bells: This group is designed for teens and adults with an interest in music. It gives them the opportunity to learn about hand bells and to perform in a group. No previous hand bell experience is required, but you must have the ability to read music.

Music Theory: Would you like to understand how music works? Would you like to learn to read music, and maybe even write your own songs? Music theory is the study of how music works. It examines the language and notation of music. It seeks to identify patterns and structures in composers' techniques, across or within genres, styles, or historical periods. You will learn the basics of note reading, chords and keyboard skills in a group setting.



World Music Drumming: The World Music Drumming curriculum is the creation of Dr. Will Schmid, Professor of Music at the University of Wisconsin. The curriculum for this class is an active, hands-on approach to teaching students about ethnic traditions from around the world. In addition to drumming, students improvise, listen and learn while developing a strong sense of rhythm. World Music Drumming is an active approach to music making that invites students to explore, sing, play, create, move, feel, listen and understand.

Harper Youth Wind Ensemble: The HYWE was started in 2006 with Bill Witcher, retired band director from Hibriten HS. The HYWE is an audition-based ensemble that is open for high school (and extremely talented middle school) band students. Rehearsals are one evening per week starting in October and that schedule will continue, of course taking time off during Thanksgiving and Christmas school holidays, through the beginning of March. There is one official concert around the 2nd week of March and there might be 1 or 2 other more informal concerts/performances during the “season.”

HARPER CONCERT BAND



The Harper Concert Band was formed in January, 2006 as an outlet for adults to pursue their interest in being part of a performing ensemble. The group is made up of adults of all ages and professional backgrounds.

The Harper Concert Band gives concerts each year at the LHS Auditorium (Spring-Summer-Christmas) as well as an outdoor performance on the square in downtown Lenoir in June. On occasion, a smaller unit of band members will perform at various events where a larger group would not fit the venue.

The Band is directed by retired, former Caldwell County Band Directors John Craig, Camilla Graeber, Jim Graeber, Ed Whitener and Bill Witcher.

MUSIC THERAPY

The American Music Therapy Association (AMTA) defines music therapy as, “the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program” (AMTA, www.musictherapy.org). Music therapy addresses the physical, cognitive, emotional, social and spiritual needs of an individual. It is non-threatening, motivating and can benefit clients, family members and support staff. Music therapists use music to accomplish nonmusical goals. Goal areas may include motor skills and physical functioning, self-care skills, cognitive and intellectual abilities, speech and communication, socialization, mood, and spirituality. Music therapists work with people of all ages and backgrounds, with motor, cognitive, social, spiritual and emotional needs. Music therapists work in hospitals, schools, prisons, outpatient medical facilities, mental health facilities, substance abuse rehabilitation centers, nursing homes, hospice, wellness centers and in private practice.

Music therapists undergo academic and clinical training. The American Music Therapy Association (www.musictherapy.org) maintains the training standards in the United States. After completing all training requirements eligible candidates then take a national certification exam that ensures their competence to practice music therapy. This certification exam is administered by the Certification Board for Music Therapists (CBMT, www.cbmt.org). Successful completion of this exam provides the credential MT-BC or Music Therapist Board Certified.

HARPER SCHOOL POLICIES

General Policies

Music lessons are a financial commitment. Lessons take place on a weekly basis and payment for these lessons is due at the first of each month. Tuition is a payment for a time slot in your teacher's schedule, NOT a fee divided into individual lessons. Should lessons be discontinued before the end of the 35 weeks, all fees are due and payable at that time. All fees are non-refundable.

1. Students are expected to treat the Harper School facilities and related venues with respect.
2. The Harper School does not have child care facilities available. Parents are expected to arrange for the prompt drop-off and pick-up of their students before and after lessons or activities.
3. If you have questions or reservations about your training we encourage you to discuss them with your instructor. If you prefer to discuss them in confidence with the executive director, contact Karen S. Burton for an appointment at 828-754-2297 or karenburton@theperschool.org.

Scheduling and Cancellations

1. Students are expected to keep their assigned private lesson time and day. If your schedule requires a temporary adjustment to your lesson time, you are required to consult with your instructor and arrange another time that is convenient for both you and the instructor.
2. The answering machine at the office will be updated with a message if lessons are canceled due to inclement weather. IF A TEACHER IS TEACHING, NO LESSONS WILL BE MADE UP.
3. If a faculty member is absent for any reason, student lessons will be rescheduled at no charge.

Financial Policies

1. A complete Enrollment Form and payment is due before classes begin. See payment option details below under Tuition and Fees and on the enrollment form.
2. Payments for individual lessons are due on the **1st day of each month**. Lessons will not be given to students whose tuition balance exceeds 30 days past due. NO Exceptions. A late fee of \$5.00 will be added to unpaid balances on the 10th of each month.
3. New registration will not be accepted for any student with a tuition balance due.

TUITION AND FEES

Tuition and fees must be paid before lessons, classes or ensembles begin. Students are not considered registered until payment has been received. There is a non-refundable \$20 registration fee for all lessons. Tuition is charged for the full 35 weeks and may be paid monthly. Students may register by mail, in person, or by phone by calling the Harper School Coordinator at 828-754-2297. A student is not considered registered until a Registration Form is completed, signed and the first month tuition payment is received.

All fees are based on 35 weeks of instruction and may be divided into 9 monthly payments. Partial payments are not accepted for students who begin mid-month.

Individual private lesson tuition rates:

| | | |
|------------|---------|-----------------------|
| 30 minute: | \$700 | \$78 monthly payment |
| 45 minute: | \$1,050 | \$117 monthly payment |
| 60 minute: | \$1,400 | \$156 monthly payment |

Suzuki Tradition tuition rates:

| | | |
|------------|---------|-----------------------|
| 30 minute: | \$840 | \$93 monthly payment |
| 45 minute: | \$1,225 | \$136 monthly payment |
| 60 minute: | \$1,575 | \$175 monthly payment |

PAYMENT OPTIONS

Available for private instruction only:

- **9 Equal Installments**
- **1st installment is due with your registration.**
- **Remaining 8 installments are due the 1st of each month.**

The Harper School reserves the right to suspend instruction when a student does not meet their financial obligations.

Prices are subject to change.

SUPPORT THE HARPER SCHOOL

There are several ways to support the Harper School:

Cash Gifts | Matching Gifts | Gifts of Stock | Planned Giving

Cash Gifts

Debit/Credit Card Donation by Phone: Call 1-828-754-2297

Mail a check payable to The Harper School to:

*James C. Harper School of Performing Arts
1113 College Ave., Suite B
PO Box 390
Lenoir, NC 28645*

Matching Gifts

Many employers have a matching-gift program and will match your donation dollar for dollar or even two or three for one. Often spouses and retirees qualify for these programs as well. Acquire the appropriate forms from your employer and mail them to The Harper School.

Gifts of Stock

To electronically transfer securities from your account to a charitable organization's account, you must provide your brokerage firm with a signed letter of authorization including the following information:

*The name of the organization to whom you wish to make the donation (The Harper School)
Where the stock is being transferred to
DTC #
The brokerage account number for the organization
The name of the stock and number of shares you wish to donate
Name of Donor*

If you are interested in making a stock donation to the Harper School, please contact Karen S. Burton at 828-754-2297 for transfer instructions and details. In order to properly credit you for your stock gift, please be sure to let us know the date of your gift as well as the type and amount of the stocks given. Donated stocks are sold at the time they are received, but values may fluctuate in that small period of time. Your gift will be acknowledged based on the average between the high and low value of the stock on the date given.

Planned Giving

Planned giving will allow you to achieve your philanthropic goals while realizing financial, tax and estate planning goals. If you are interested in deferred gifts such as bequests or planned giving, please contact the school.

Unrestricted funds are the most prized and are used to support total school operations, new classes and emergency needs.

SCHOLARSHIP ASSISTANCE

If the cost of a class at the Harper School is beyond your financial means, you may be eligible for scholarship assistance. Annually we receive generous tax-deductible donations from corporations and foundations, parents, staff and friends that allow our school to offer scholarship assistance to those who otherwise would not be able to attend our classes.

We have limited scholarships available for motivated students who financially qualify and assistance is awarded on a first come first serve basis. To apply for scholarship assistance, complete the scholarship application completely and provide your most recent tax forms. Scholarship applications are available at the school, on our website or for your convenience, there is one included in the back of this book.

The following named scholarships have been given to the Harper School in memory of or in honor of family members who have benefited greatly from musical study.

The Janet Frye Conway Piano Scholarship

The Janet Frye Conway Piano Scholarship is given in her honor by her children and is dedicated to her lifelong joy of music. This scholarship provides one 35 week session of 30 minute weekly private piano lessons to a student who has shown a strong commitment to private piano study and has a need for financial assistance.

The Ruth Sherman Tysinger Memorial Scholarship

The Ruth Sherman Tysinger Memorial Scholarship was established in August 2006 by William Tysinger in memory of his beloved wife Ruth, long-time member and organist at St. James Episcopal Church. This scholarship is awarded annually to a Harper School student studying classical piano or organ with substantial study devoted to sacred music. The scholarship recipient will receive a full scholarship for a weekly 45-minute private lesson. The student is required to be an advanced student with availability of a practice instrument.

The Virginia Seehorn Lawson Scholarship

The Virginia Seehorn Lawson Scholarship is given by her parents and siblings to honor her dedication to music which began in the Lenoir High School Band under the direction of Bernard Hirsch, John Miller, and Captain James Harper. The scholarship is awarded to a violin student who shows a commitment to music and is deserving of financial assistance.

Corporation, Foundation and Community Scholarship Contributors

| | |
|------------------------------------|----------------------------------|
| <i>Bernhardt Family Foundation</i> | <i>Hogan Family Foundation</i> |
| <i>Walmart – Lenoir, NC</i> | <i>The Rotary Club of Lenoir</i> |
| <i>The Community Music Club</i> | <i>Altrusa</i> |

If you are interested in providing unrestricted scholarship funds or funds to name a scholarship in honor of someone, please contact the Harper School.

Quotes from Harper Scholarship Recipients

“Thank you for the opportunities that you have given me. I am very thankful and practice seven days a week so the opportunity I have been give is not wasted.” — *11 Year Old Student*

“This is my 3rd year at Harper and I play the violin. Thank you for your gift of music.”
— *8 Year Old Student*

“Thank you for your generous support of the Harper School Music Program. I have enjoyed taking weekly private lessons through the Harper School and without donations and partial funding from people like you, this would not be possible for me.” — *10th Grade High School Student*

ENDOWMENTS

The Harper School welcomes and appreciates the creation of endowed funds in your name, in the name of your family, your organization or to honor or remember a loved one. The minimum amount needed for an endowed fund to be established is \$15,000 to be paid at once or over a period of not more than five years. All scholarship awards distributed from your fund will be awarded to recipients based on the criteria established by you and in the name of your fund.

The Harper School is very grateful to the generous donors who have established and contributed to the following funds:

The John Miller Endowment

The John Miller Endowment was established in the Spring of 2007 and is named in honor of one of Lenoir's legendary band leaders. The endowment was established by the LHS Foundation with gifts from beloved friends to honor John's 80th birthday and to recognize his significant commitment to music and the community at large. A scholarship is given annually to a student who is studying private instrumental music and shows a commitment to music.

The Camilla Graeber Endowment

Named in honor of Camilla Graeber, one of Lenoir's legendary band leaders, the Camilla Graeber Endowment was established by the LHS Foundation with gifts from beloved friends in the Spring of 2007 to mark Camilla's induction into the NC Bandmasters Association's Hall of Fame, following in the footsteps of Captain Harper and John Miller. A scholarship is given annually to a Harper student who is studying private instrumental music and who shows a commitment to music.

THE HARPER SCHOOL STORE

The Harper School is delighted to offer for purchase school store merchandise that proudly displays the Harper School logo and/or information. We have a variety of items available from baseball caps, t-shirts and sweatshirts to window stickers and pencils. We also have woven blankets and tote bags that can be engraved with your name and/or the instrument that you play.

Please stop by or call the school for a complete list of available items and a price list.



SUPPORT THE HARPER SCHOOL

I am pleased to offer my support in the following category:

- Orchestra \$10,000+
- Concerto \$5,000 - \$9,999
- Chamber \$2,500 - \$4,999
- Quartet \$1,000 - \$2,499
- Trio \$500 - \$999
- Duet \$250 - \$499
- Solo \$100 - \$249

My gift to the Harper School of Performing Arts will be \$ _____

Name: _____ E-Mail: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Check Enclosed

Please Charge My: Visa Master Card

Name on Card: _____

Card #: _____ Expiration Date: _____

Billing Address: _____

City: _____ State: _____ Zip: _____

This is a pledge, which I will fulfill by: _____

My company will match my gift in the amount of \$ _____

_____ Matching gift form enclosed.

_____ Please contact me about setting up a matching gift.

Signature: _____

Thank you for your generous support of the James C. Harper School of Performing Arts!
Please contact Karen S. Burton at 828-754-2297 or karenburton@theharperschool.org with any questions.

The Harper School is a 501(c)(3) non profit tax exempt organization.



ENROLLMENT FORM

To Register for Suzuki, private or group lessons: Please complete this registration form and mail with first months tuition and **\$20.00 registration fee** to The James C. Harper School of Performing Arts at PO Box 390, Lenoir, NC 28645.

Parent/Guardian Name: _____

Student's Name: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Address: _____

County: _____

City: _____ State: _____ Zip: _____

School: _____

E-Mail: _____

Ethnicity (*optional - note that this is used for seeking grant funding only*): _____

Suzuki 3 Years and Up (35 weeks of private and group lessons) - ongoing enrollment, students may enroll at the Harper School any time of year.

Choose the instrument you want to enroll in from column one and the length of lesson you would like from column two. **Please put an X in the space beside your selection.**

| Instrument | Length | 9 Monthly Payments | 35 Weeks of Lessons |
|---------------------------------|------------------------------------|-----------------------|---------------------|
| <input type="checkbox"/> Violin | <input type="checkbox"/> 30 minute | \$93 monthly payment | \$840 annually |
| <input type="checkbox"/> Viola | <input type="checkbox"/> 45 minute | \$136 monthly payment | \$1225 annually |
| <input type="checkbox"/> Guitar | <input type="checkbox"/> 60 minute | \$175 monthly payment | \$1575 annually |



ENROLLMENT FORM (continued)

Private lessons 7 Years and Up (35 weeks of lessons) - ongoing enrollment, students may enroll at the Harper School any time of year.

Choose the instrument you want to enroll in from column one and the length of lesson you would like from column two. **Please put an X in the space beside your selection.**

| Instrument | Length | 9 Monthly Payments | 35 Weeks of Lessons |
|---|------------------------------------|-----------------------|---------------------|
| <input type="checkbox"/> Bass Guitar | <input type="checkbox"/> 30 minute | \$78 monthly payment | \$700 annually |
| <input type="checkbox"/> Cello | <input type="checkbox"/> 45 minute | \$117 monthly payment | \$1050 annually |
| <input type="checkbox"/> Clarinet | <input type="checkbox"/> 60 minute | \$156 monthly payment | \$1400 annually |
| <input type="checkbox"/> Euphonium | | | |
| <input type="checkbox"/> Flute | | | |
| <input type="checkbox"/> Guitar | | | |
| <input type="checkbox"/> Harp | | | |
| <input type="checkbox"/> Organ | | | |
| <input type="checkbox"/> Piano | | | |
| <input type="checkbox"/> Saxophone | | | |
| <input type="checkbox"/> Trombone | | | |
| <input type="checkbox"/> Trumpet | | | |
| <input type="checkbox"/> Voice | | | |
| <input type="checkbox"/> Violin | | | |
| <input type="checkbox"/> Viola | | | |
| <input type="checkbox"/> Percussion | | | |
| <input type="checkbox"/> Music Theory - Individual | | | |
| <input type="checkbox"/> Music Theory - Group | | | |
| <input type="checkbox"/> Beginner's Hand Bell - Group | | | |
| <input type="checkbox"/> Intermediate Hand Bell - Group | | | |

Specialty Group Classes (contact the school for details and dates)

| | | |
|--|------------|------------------|
| <input type="checkbox"/> Music Together (0-4yrs.) | 45 minute | \$150.00 payment |
| <input type="checkbox"/> Music, Motion & More (5-7yrs.) | 45 minute | \$75.00 payment |
| <input type="checkbox"/> World Music Drumming (7yrs.-up) | 45 minute | \$100.00 payment |
| <input type="checkbox"/> Guitar Group (9yrs.- up) | 45 minutes | \$100.00 payment |

- Lessons are offered Monday thru Friday 8:00am - 7:30pm.
- There will be a \$25 fee for any return check.
- Please contact the school at 828-754-2297 to schedule the day and time of your lesson. You may also visit our website at www.theharperschool.org and view our facebook page.

Prices are subject to change.



SCHOLARSHIP APPLICATION

Student's Name: _____

Student's Current Grade: _____ Student's Gender: _____

Parent/Guardian Name: _____

Home Phone: _____ Work Phone: _____

Home Address: _____

City: _____ State: _____ Zip: _____

What is the instrument/lesson for which you are seeking financial assistance? _____

How long a lesson do you want to take? 30 Minute 45 Minute 60 Minute

Estimate of Need:

\$ _____ Tuition
\$ _____ Amount I Can Provide
\$ _____ Amount of Aid from Other Sources
\$ _____ Net Amount Needed as Scholarship Assistance

Please give the total annual income of person(s) responsible for the music tuition and include a copy last year's tax return.

Self \$ _____
Father \$ _____
Mother \$ _____
Guardian \$ _____

Please state why financial assistance is needed and note any circumstances you would like us to consider.

I (we) declare that the information provided is true and complete.

Signature (Parent/Guardian if under 18) _____ Date _____

Please complete all of the information on this application and deliver or mail it to the attention of Karen S. Burton at the address listed above. You will be contacted regarding the status of your application within 5 business days. We have limited scholarship monies available at this time. We will do our best to work with you and your family to provide the requested scholarship assistance.

Application is not complete without a copy of your most recent federal tax return. If you are not required to file a federal tax return, please provide official documentation of income. Supporting materials cannot be returned so please send only photo copies. Please do not send Social Security Numbers.

Western Piedmont Symphony
46th Season 2010-2011
John Gordon Ross, Music Director & Conductor
Celebrating 20 Years
MASTERWORKS SERIES
October 9, 2010
Gregory Knight, Piano
J.E. Broyhill Civic Center
Lenoir NC
FRIENDS OF THE QUARTET
CHAMBER CLASSICS SERIES
November 13, 2010*
Daniel Bernard Roumain
Electric/Acoustic Violin
February 5, 2011*
Haim Avitsur
Trombone & Shofar
March 5, 2011*
Kelly Hall-Tompkins, Violin
October 2, 2010
December 11, 2010
February 19, 2011
May 7, 2011
Arts & Science Center
Hickory NC 8 PM
April 9, 2011*
Stefani Collins, Violin
YOUTH SYMPHONY
November 22, 2010
April 18, 2011
*Held at Lenoir-Rhyne University
P.E. Monroe Auditorium, Hickory NC
Arts & Science Center
Hickory NC 7 PM
(828) 324-8603
www.wpsymphony.org
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James C. Harper School of Performing Arts

1113 College Avenue, Suite B
Post Office Box 390
Lenoir, NC 28645
828.754.2297
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