From the Editor

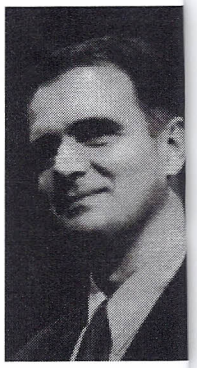
There are many ways of looking at jazz students. One way is to see how mobile they are. If mobility is measurable, there are basically three types of students that I have learned to know. It is hard to really describe all three types fully but here are some characteristics:
The first type of students does not move. These are students who stay in the town where they do their studies. The immobile student has heard all the great stories of the big bands travelling in busses, has seen guest teachers flown in from all over the world, might have heard of an IASJ Jazz Meeting on a boat in the Baltic Sea or in Israel but will not leave his home town, neither during nor after studies. After studies the ex-immobile student is happy with the teaching job he has and likes the few gigs offered.

The second type of student moves a little and on occasion might move a lot. During his studies this semi-mobile student meets other international students. He forms bands with them, goes abroad and enjoys being on the road every once in a while. The semi-mobile student has learned a few languages and receives a large number of Christmas cards by the end of the year. He is still based in one place but e-mails a lot with other people all around the world. During his studies he has thought about changing to another school but there was always something that kept him where he was; a new girl friend, a nice place to live, a steady commercial gig and sometimes the combination of these factors.

The third kind of student is the true mobile student. He comes from another country and is accepted in one or two conservatories from around the world. For some reason he shows up at your school in September and quickly becomes friends with other international students. He wants to know about the IASJ and volunteers to be sent to the next IASJ Jazz Meeting. Before the first semester is over he is informed about exchange programs and is prised to hear that only a few other stud are also interested. At holiday time the re mobile student is away a week longer than cially is permitted but comes back telling that so and so whom he met sends his rega It is not always true that the more mobile better the student. Some students do not w to be confronted with the problems of stu ing jazz and move to another school think that in another country their problems are likely to occur. Of course this is never the ca But the true mobile student does have so thing special. It is hard to describe but cl right away and it has its positive influences the entire department.

It is one of the tasks of the IASJ to ma the choices for the mobile students as easy possible. Of course a school of jazz sho participate in exchanges programs as much possible. Students who want to switch scho should be helped with the decision of where go. When a student wants to leave the sch it always feels a bit like a loss. In the syster am in, it is a financial nightmare if after two three years a student decides to go to anoth school. It is compensated however if anoth student comes returns. Schools of jazz mu be supportive for the mobile student because keeps the music alive.

In the coming period the IASJ Servi Bureau will try to update as much as possib the links section on the IASJ Website. Mo and more www.iasj.com serves a need becau almost every week students ask the IASJ Service Bureau questions and advice about where to study in the world. For me it is a proof that the IASJ network really works.



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