

Early Childhood Music Newsletter

Early Childhood Music Special Research Interest Group

in collaboration with
The Music Education Research Council
of the Music Educators National Conference

Newsletter No. 13

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Issued at the Music Department of Trinity University
San Antonio, TX 78212
Prepared by Diane Persellin

IN THIS ISSUE of your newsletter, highlights are presented from the MENC conference in New Orleans. Danette Littleton reports on the research SRIG presentation, and Wendy Sims gives us a sneak preview of the research papers to be presented at the Early Childhood Commission of the International Society for Music Education (ISME) in Japan. Our new SRIG chair, Susan Tarnowski, challenges us to collaborate on early childhood research with other researchers. A book review on the new **Handbook of Research on Music Teaching and Learning** is also included for your perusal.

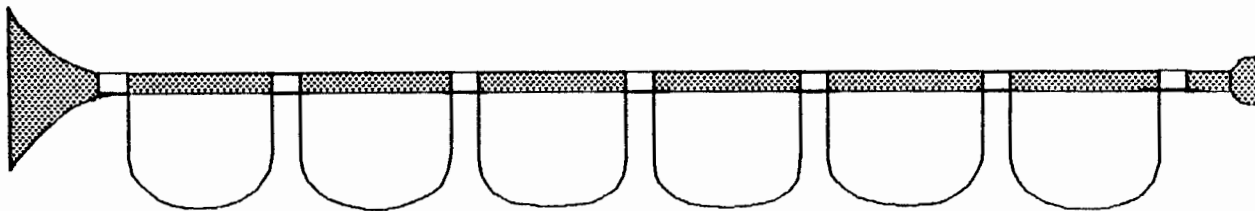
At the MENC meeting in New Orleans, Donna Brink Fox (Eastman School of Music) stepped down as National Chair of our SRIG. Thanks, Donna, for your leadership the past two years. Susan Tarnowski assumed the position as National Chair and Danette Littleton and I were elected SRIG Co-Chairs Elect. We shall be co-editing this newsletter during the next two years.

I am editing the two summer newsletters and Danette will edit the two winter issues. This is your newsletter so do keep us informed regarding your research news. We welcome letters, book reviews, comments, articles, and information on research dissemination opportunities. We encourage you to complete the Research Collaborative form found on page 8.

Do you like our new look? Barbara Andress designed the new masthead for our newsletter and we think it's terrific. In addition to our new newsletter format, we also have a massive new computer-generated mailing list compiled from several mailing lists. Appreciation is expressed to Trinity music secretaries, Joan Robinson and Gerri Jones and to the Music Department for its support.

Best wishes for a wonderful summer.

Diane



NOTES FROM THE CHAIR:

Interest in the musical lives of young children continues to grow, and MENC has provided further impetus for research and the establishment of developmentally appropriate musical practice by citing early childhood music education as a priority goal. The Early Childhood Music SRIG, with its diverse membership of active researchers, research disseminators, practitioners and advocates has a unique role to play if we are to assist in achieving the goal of increasing the quality and quantity of music available for young children in preschool, day care, and school settings.

The following objectives defined the initial work of the SRIG:

1. To focus attention on the need for research and its dissemination

2. To stimulate researchers to work individually and collaboratively to design and implement studies related to both personal interests and a comprehensive SRIG research program.

3. To actively participate in the dissemination of research information through newsletters, MENC publications and other journals, and workshops/presentations.

4. To develop and maintain working relationships with other professional groups or organizations with related interests in early childhood education.

Valuable individual research efforts have continued and researchers have been given voice in many forums, including the MENC-sponsored meetings of the SRIG. The SRIG must continue to support those efforts. However, the collaborative nature of the SRIG has all but disappeared. The early structure of this organization provided for five Task Groups, each working on specific research topics: 1) Needs Assess-

ment in Kindergarten; 2) Teacher Education in Early Childhood; 3) Musical Capabilities of Children Ages 3-5; 4) Music in Infancy; and 5) A Developmental Framework for Music in Early Childhood Education.

While these particular topics may not reflect the interests of the current membership, I would like to invite members to propose topics for collaborative research. These will be published in our next newsletter to aid in bringing together like-minded individuals. I would also like to suggest that alliances between researchers and practitioners are in the best interest of early childhood education as a field. The role of the SRIG should be to encourage and assist all members to ask appropriate questions and seek enlightening answers.

A second aspect of the initial structure of the SRIG provided for a broad base of leadership through the Division Chairs. During the SRIG meeting at the New Orleans MENC conference, several members indicated interest in filling position of division chairs. These interested members, listed elsewhere in this newsletter, will have the following initial responsibilities:

1. Serve as liaisons with division and state MENC research chairs and early childhood leaders.

2. Serve as liaisons and respond to inquiries from the regional membership.

3. Contribute division news to the SRIG newsletter.

4. Serve as an advisory council to the SRIG Chair and Chair-Elect.

Two Division Chair vacancies currently exist. If you are interested, please contact me.

This is an exciting time to be an early childhood music researcher and educator. I am eager to hear suggestions for projects and future directions!

Happy summer.

SRIG Leadership

Chair: Susan Tarnowski
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Northeast (vacant)

Western

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Pasadena, CA 91106-2003

Southern

Linda High
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Greenville, NC 27858

Eastern (vacant)

E-Mail Can Assist with Research

E-Mail is another great way to collaborate with other music researchers around the world. Most university campuses provide access to international e-mail systems free of charge. The system is easy to use.

An E-Mail directory for music researchers is available on line. This directory is provided as a service to the music research community by the Department of Music of the University of Utah. The directory is sent out monthly and appears in the pages of *Psychomusicology*. More than 60 researchers from around the world are currently listed in the directory.



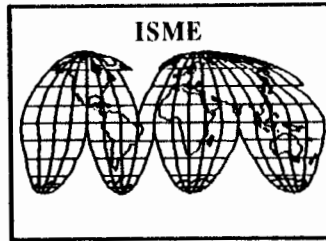
To participate in the directory, get an internet or bitnet address from a university computer center. E-mail your full name, institutional affiliation, and internet or bitnet address to:

musepa@cc.utah.edu

or

musepa@utahcca.bitnet

SNEAK PREVIEW
International Society of Music Education
Early Childhood Commission's
1992 Seminar
Wendy L. Sims, Commission Chair



Our Commission's fifth seminar, "Sharing Discoveries About the Child's World of Music," is sure to be an exciting, stimulating event. The Kunitachi College of Music in Tokyo, Japan, has agreed most graciously to host this event from the evening of July 20 through July 24.

The aim of this seminar is to disseminate the newest ideas regarding research and pedagogical practice in early childhood music education. The schedule includes paper presentations/discussions, an exhibit of materials describing additional research and curriculum models, a special session about early childhood music education in Japan, demonstrations and performances by children and teacher education students, and plenty of time for informal interactions among participants. In addition to the presenters, who will represent twelve different countries, our commission provides the unique opportunity for additional participants to attend the seminar. There will be many Japanese participants, as well as a good representation of participants from the US and other countries around the world.

Papers presented at the Seminar will represent a variety of research methods and pedagogical models. As may be observed from the list of invited papers below, the program will include new information in the form of current research reports as well as models of exemplary programs for children and/or parents, for teacher education, and for incorporating folklore and traditional music into the curriculum.

Delegates to the ISME World Conference, which will be held in Seoul July 26-August 1, will have the opportunity to attend three sessions sponsored by our Commission. Topics will include parental involvement, recent research, teacher preparation, and the status of music in early childhood worldwide, including the use of traditional music. Once again, presenters will represent a wide variety of viewpoints and nationalities.

The more we find out about young children, the more we realize that the early years are a critical time of musical development. Exploring effective ways to work with young children and their parents and

teachers, and sharing what we know about children's musical development will lead us to a greater understanding of how best to draw out their innate musicality and to provide quality experiences upon which children may base a lifelong appreciation for music. ISME provides a wonderful opportunity to share at an international level. Anyone interested in joining ISME and/or being placed on our Early Childhood Commission mailing list is welcome to contact me at 138 Fine Arts Center, University of Missouri-Columbia, Columbia, MO 65211 (FAX: 314-882-3404; Phone: 314-882-3238).

PAPERS TO BE PRESENTED:

Mayumi Adachi (Japan/USA): Development of Young Children's Music Reading Via Instruction

Marijke Albers & Margré van Gestel (The Netherlands): Music on the Lap: Training of Early Childhood Music Educators

Lily Chen (Hong Kong): The Song Acquisition of Young Children In Hong Kong: The Relationship Between Melody and Lyrics

Kirsten Kjaer (Denmark): A Development Program Based on Musical Stimulation Target Group: 1/2 to 3 Years

Olive McMahon (Australia): Teaching As Research - Problem Solving

Anna-Lena Norén-Eriksson (Sweden): Music as a Special Pedagogic Means

Atsuko Omi (Japan): Explaining Children's Spontaneous Singing

Diane Cummings Persellin (USA): A Study of the Effects of Learning Modalities on Rhythmic Development of Five-Year-Old Children

Gunder Schmidt-Kärner (Germany): Are Parents Active Partners of Passive Participators in Elementary Musical Education?

Fiona Stuart (England): Parental Involvement in Early Childhood Music Education: A Family Centre Approach

Tali Turel (Israel): Special Project for Music Teacher's Training: Music Teacher for Children from Birth to the Age of Three

Mary Lou Van Rysselberghe (USA): Multicultural Models as Teachers of Early Childhood Music

Maie Vikat (Estonia): The Role of Folklore in the Music Curricula of Estonian Preschoolers

Sheila C. Woodward (South Africa): Discoveries in the Fetal and Neonatal Worlds of Music!

SPECIAL SESSION: Fumiko Fujita, Miyako Furiya, Nobuko Oyama, Ikuko Shitamichi: Early Childhood Music Education and Teacher Preparation in Japan

HOW DO WE ASSESS MUSICAL GROWTH IN YOUNG CHILDREN?
Danette Littleton

Overheard at MENC's 53rd National In-Service Conference in New Orleans: "Are these early childhood research sessions always so well attended?" As indicated by this question, interest in early childhood research is growing and attracting increasing numbers of audience participants and researchers.

The topic selected for the 1992 SRIG session, **Research Models for Assessing Musical Development in Early Childhood** provided three distinct models for investigation: a rating scale for singing voice development, observational study of spontaneous music behaviors, and a state-wide survey of preschools and day care centers. The diversity of research methods and the focus of each presentation generated lively discussions that continued in small groups over coffee, on walks between hotels, and in the airport waiting areas, long after the session ended.

Donna Fox, national chairperson, presented the clinicians: Joanne Rutkowski, Penn State University; Danette Littleton, University of Tennessee-Chattanooga; Janet Barrett, University of Wisconsin-Whitewater and Susan Tarnowski, University of Wisconsin-Eau Claire.

Joanne Rutkowski presented "The Singing Voice Development Measure", an instrument to measure the use a child has of his/her singing voice. She discussed the rating scale's evolution and procedures for admin-

istering the test with children. An extended scale was also proposed with nine levels from "pre-singer" (does not sing but chants the song text) to "singer" (exhibits use of extended singing range).

Danette Littleton presented videotape excerpts of a study of four-year-old children's spontaneous music behaviors in a free play setting indicating differences in free play, teacher-directed, and teacher-guided music activities. Examples of children's solitary, free, improvisations with instruments, unusual use of instruments, and musical explorations with partners and instruments were demonstrated.

Susan Tarnowski and Janet Barrett discussed the results from their survey of 686 preschools and day care centers. This survey was conducted in response to initiatives developed by an Early Childhood Task Force established by the Wisconsin Music Educators Association. Responses to survey questions were tabulated to obtain a profile of the centers and the music programs. Narrative data illustrated the needs and difficulties of implementing musical activities in many of the centers. Recommendations were shared.

These models were employed to ask important questions about young children's musical development; each research model could be employed to ask related questions yet unasked. The exchange of ideas and quality of work in early childhood music research continues to inspire and attract problem-seekers and -finders willing to ask "What do we most need to know?"

**New Book Features Chapter on Music
Research in Early Childhood**

Diane Persellin

Although pricey, the value is there. It's not every day that we music educators consider spending \$76.00 (and that's with the MENC discount) for a book. Is the new (1992) *Handbook for Research in Music Teaching and Learning* worth the price?

Let's begin by examining the chapter on research in early childhood music written by Carol Scott-Kassner. I immediately found it well-organized, accessible and comprehensive. Research with children through age 8 is summarized and put into perspective for the reader. Theories of development and various educational methods are examined. Scott-Kassner also discusses both qualitative and quantitative research models, musical aptitude and creativity, as well as production (motor learning and rhythmic development, vocal response, and creative response), cognition, and affect. Throughout the chapter she suggests areas for future research and cites Zimmerman (1981) calling for more longitudinal studies in order to document development of aspects of musicality in children.

In the closing section of the chapter, Scott-Kassner raises questions designed to stimulate our thinking about needed research in music instruction with very young children. She hopes that researchers will work cooperatively with educators to answer questions such as appropriateness of structured music instruction at various ages and stages and effective ways to train parents and caregivers to use music. She also refers to the concerns expressed by Katz (1987) and Elkind (1988) regarding dangers of starting children too early on certain kinds of tasks with certain kinds of pressures.

Early childhood researchers will be interested in many portions of this book but will want to take special note of the fine chapter on Developmental Theories of Music Learning by David J. Hargreaves and Marilyn P. Zimmerman. Other chapters deal with such topics as research techniques, evaluation, perception, music teacher education, music curricula, and teaching of music skills. An excellent table of contents as well as a subject index and a name index make this book even more user-friendly.

The *Handbook of Research on Music Teaching and Learning* will be an indispensable working tool for every music education researcher,

student, and teacher. It is edited by Richard Colwell and published by MENC with Schirmer Books.

Ordering information: ISBN: 0-02-870501-7. 1992. 832 pages. \$95.00 list price. MENC discount price with FC # MENC is \$76.00. (800-323-7445 or FAX 800-562-1272)

References:

Elkind, D. (1988). Educating the very young: A call for clear thinking. *NEA Today*, 6 (6), 65-70.

Katz, L. C. (1987). Early education: What should young children be doing? In S. Kagan and E. Zigler (Eds.), *Early schooling: The national debate*. New Haven: Yale University Press.

Zimmerman, M. P. (1981). Child development and music education. In *Documentary report of the Ann Arbor Symposium: National Symposium on the Applications of Psychology to the Teaching and Learning of Music*. Reston: Music Educators National Conference

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CAIRSS For Music

CAIRSS (Computer-Assisted Information Retrieval System) **For Music** is an online bibliographic database of approximately 6,000 articles from 12 different research journals pertaining to music research including the fields of music education and music psychology. CAIRSS runs on the NOTIS system and is available worldwide via Internet. If you wish to be notified as soon as CAIRSS becomes available (projected to be fall, 1992) and to receive more information contact:

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512-691-5317 (effective 9/1/92 area code 210)



RESEARCH PRESENTED AT MENC CONVENTION IN NEW ORLEANS

These research papers dealt specifically with early childhood music education. They were presented at the poster sessions at the MENC Biennial Inservice Meeting held in New Orleans, April 8-11, 1992. The addresses of the presenters are provided.

"The Effect of Piano Accompaniment Upon the Developmental Rote-Song Singing Ability of Kindergarten Students". Betty W. Atterbury and Lynn Silcox; University of Southern Maine; Department of Music; Gorham, ME, 04038.

"Recognition of Chord Changes by 4- and 5-Year-Old American and Argentine Children". Eugenia Costa-Giomi; McGill University; Faculty of Music; 555 Sherbrooke St. West; Montreal PQ H3A 1E3 Canada.

"A Survey of Parental Involvement Within a Suzuki Instrumental Program with Specific Regard to the Practice Participation of the Parent". Michael F. Heaney; Florida State University; School of Music; Tallahassee, FL 32306-2098.

"Relationships Between Preschool Children's Speaking Voices and Singing Accuracy". Marcelyn Smale; St. Cloud State University; Department of Music; PAC 238; 720 4th Ave. South; St. Cloud, MN 56301-4498.

"Preschoolers' Responses to Auditory Stimuli: Attentiveness, Comprehension, and Preference During Vibroacoustic vs. Aural-Only Presentation". Jayne M. Standley; Florida State University; School of Music; Tallahassee, FL 32306-2098.

ANNOUNCEMENTS OF COMING EVENTS

Opportunities in Early Childhood Music Research

November 4-8, 1992 - American Orff-Schulwerk Association presents its annual meeting, "Northland Voyage" in Minneapolis, Minnesota. The new Orff newsletter, *Researcher Exchange*, describes a variety of research-related sessions that have been planned for the conference. Some of these include an introduction to research mini-course with Steven Hedden, Patricia Shehan Campbell, and Claire McCoy; a collaborative research project presented by Cecilia Wang, Sylvia Munsen, and Sue Snyder; and a session where participants are encouraged to discuss their research ideas with experienced researchers. A research poster session is also scheduled.

February 18-20, 1993 - "A Research Agenda for General Music" presented by The University of Arizona School of Music. Four paper-reading sessions and one poster presentation session will be included with selection based on a blind review process. All aspects of research in general music will be covered including one session dedicated to preschool/primary music. Additional information is available from the Symposium Director: Steven K. Hedden, School of Music, The University of Arizona, Tucson, AZ 85721; 602-821-3231.

July 23-25, 1993 - Colloquium for Teachers of Elementary Music Methods at Mountain Lake, Virginia. Watch for details this fall from Nancy Boone, Middle Tennessee State University and Mary Goetze, Indiana University.

August 8-15, 1993 - International Kodaly Society Convention, West Hartford, CT. Research sessions are being planned. For more information contact: Dr. John Feierabend, Conference Coordinator; University of Hartford, Hartt School of Music, 200 Bloomfield Ave., West Hartford, CT 06117.

April 6-9, 1994 - Cincinnati, Ohio MENC meeting. It is not too early to begin to think about presenting your research at the next MENC convention. Poster sessions will be scheduled and research papers will be presented.

Early Childhood Research Collaborative

Name _____

Address _____

City _____ State _____ Zip _____

Bitnet or internet address (if available) _____

Research topic(s) or area(s) of interest _____

Are you seeking to collaborate with a practitioner, a researcher, and/or someone who shares similar research interests? Please elaborate. _____

Please return to Danette Littleton before December 31, 1992 or to Diane Persellin before May 31, 1993.

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--address correction requested--