



# 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

Issued at the Trinity University

Department of Music

Prepared by Diane Persellin

Newsletter No. 16

June, 1993



### NOTES FROM THE CHAIR

Susan M. Tarnowski

Many of us with strong interests in Early Childhood Music Education have come to this point in our professional lives after having had experiences in either elementary or secondary music education. As we approached our first groups of preschool children, we looked to our fellow teachers as models upon which to base our own teaching styles and interactions with children. After having taught K-12 Choral/General Music for several years, I found myself employed for the summer as a classroom teacher in a room of 24 three-year-old-children. In addition to my continual delight at the workings of the three-year-old mind, I noticed the "roles" the teachers would play during various parts of the day: activity leader, observer, disciplinarian, comforter, provider of materials, conversationalist. I saw how the roles shifted when the children's parents entered the room to talk with the teachers. Although contact with parents was infrequent in this school, I began to observe the impact the parental presence had on the young children.

Just as we as music educators observe and borrow from our fellow teachers, research from allied fields such as early childhood development, special education, communication disorders and curriculum and instruction may help us understand the roles that adults play in the musical development of young children. Fleming, et al. (1991) investigated the various and changing roles teachers play during the day. Several researchers have focused on the role of the teacher as an enhancer of play (Carter and Jones, 1990; Gottfried, 1985; Rubin, Fein and Vandenberg, 1983; Sutton-Smith, 1979). Others have explored the nature of adult-child interaction behaviors (Graham, et al., 1989; Manolson, 1992).

In a recent study, this writer found that the most frequent and original types of musical play behavior occurred when the teachers took an observer role rather than roles which allowed them to direct the children's activities, musically entertain the children, or engage in conversations with the children about their play.

What *are* effective roles for adults to play in the musical development of children? How must the music educator adapt his/her teaching style when working with preschool children versus elementary children? What is the impact of parent involvement on the musical development and interest of young children? What kinds of innovative teacher-child-parent programs are currently in use? How can educational institutions best prepare music education and early childhood students to work with preschool children? What other areas of interest fit under the rubric of "adult roles in early childhood music education"?

This is the topic for SRIG discussions during the 1994 MENC National Convention. Please see the **CALL FOR PROPOSALS** elsewhere in this newsletter and submit your ideas for research presentations. Enjoy your summer and take time to rejuvenate!

### REFERENCES

- Carter, M. & Jones, E. (1990). The teacher as observer: The director as role model. *Child Care Information Exchange*, 75, 27-30.
- Fleming, L. A., Schroeder, C. Venn, M. L., Weinzierl, C. & Wolery, M. (1991). Model for assessing and adapting teacher's roles in mainstreamed preschool settings. *Topics in Early Childhood Special Education*, 11, (1), 85-98.
- Gottfried, A. W. (1985). The relationship of play materials and parental involvement of young children's play development. In C. C. Brown & A. W. Gottfried (Eds.) *Play Interactions: The Role of Toys and Parental Involvement in Children's Development*. Skillman, NJ: Johnson and Johnson.
- Graham, B. C., Sawyers, J. K. & DeBord, K. B. (1989). Teacher's creativity, playfulness and style of interaction with children. *Creativity Research Journal*, 2, 41-50.
- Manolson, A. (1992). *It Takes Two To Talk*. Toronto, Ontario: Hanen Center Publication.
- Rubin, K. H., Fein, G. G. & Vandenberg, B. (1983). Play. In E. M. Hetherington (Ed.) *Handbook of Child Psychology: 4. Socialization, Personality and Social Development*. NY: Wiley.
- Sutton-Smith, B. (1979). Epilogue; Play as performance, In B. Sutton-Smith (Ed.) *Play and Learning*. NY: Gardner Press.



### This Is Your Newsletter

Thanks to each of you who sent me news of your activities and interests. A special thanks to Barbara Andress, Professor Emeritus of Arizona State University, for designing the newsletter masthead and the column art.

I hope this newsletter inspires more of you who are planning or conducting research projects with music and young children to write and let us share your ideas. The deadline for the winter issue is December 31, 1993. Danette will prepare that issue, so send your items to: Danette Littleton, Music Department, University of Tennessee at Chattanooga, 615 McCallie Avenue, Chattanooga, TN 37403; Tel: 615-756-4940.

# Division News

## North Central Division

Lois Schleuter  
316 Oliver Drive E.  
Bloomington, IN 47408



## Northwest Division

Mary Lou Von Rysselberge  
University of Oregon  
Eugene, OR 97403

It has been most gratifying to see a number of early childhood research articles appearing in various journals since the last newsletter. As an example from this division, Mark Ellis' study, "Tempo Perception and Performance of Elementary Students, Grades 3-6" reinforces the need to consider appropriate tempi when selecting music. His article appears in the Winter 1992 issue of *Journal of Research in Music Education*.

The previous newsletter encouraged contact and collaboration. As a result, Catherine Jarjisian and I have been discussing research possibilities. Hopefully more such contacts have been and will continue to be made.

This letter was received in response to Mary Lou's column in the Winter 1992 newsletter:

I have read about your research project with 2's, 3's and 4's regarding the value of visual cues. Your readers may be interested in our early childhood program, "MusicWorks". This is an early childhood music program using step-bells and a big book with numerals and cartoon-like characters. I would be happy to collaborate with someone on a research study using this program.

Peggy Hoenack  
8409 Seven Locks Rd.  
Bethesda, MD 20817



## Collaboration Interests

Starting Fall, 1993, I will be consulting and conducting qualitative research at Phoenix Headstart Preschools to determine the attitudes, beliefs, and values of parents and caregivers concerning musical interactions with their children. The population is almost entirely Hispanic. Is there someone who wants to collaborate by examining another ethnic group in your location?

Elayne Achilles  
ASU West - 4701 Thunderbird Rd. \*  
Phoenix, AZ 85069-7100  
ATEXM @ ASUACAD

A colleague of mine passed your newsletter on to me. I am very interested in being on your mailing list. I teach music in early childhood at the Royal Conservatory of Music in Toronto. Although I am not involved in research at the moment, it is an avenue I wish to follow.

I am particularly interested in music with babies. I am presently working on a video showing parents and babies participating in a music class. As president of the Early Childhood Music Association of Ontario, I am also very interested in articles pertaining to research in music in early childhood. Your newsletter will be a great source of information for me.

Mary Stouffer  
95 Alder Crescent  
Etobicoke, Ontario Canada M8V 2H7

I am interested in children's time perception and music and also aspects of Suzuki violin instruction. I am seeking a collaborator to conduct research, compare subject pools, etc.

Jane E. Palmquist  
Music Department Elizabethtown  
Elizabethtown, PA 17022

My research interests are: children's singing voices, language acquisition and its relationship to singing development, and children's kinesthetic responses to beat.

Joanne Rutkowski  
236 Chambers Bldg.  
Penn State University  
University Park, PA 16802-3206

My areas of interest include: early years music, the young child's singing voice, ways in which we describe the indescribable when guiding singing in the early years, and the learning processes and modes.

Marie Tomlinson  
Curriculum Centre  
103 Preston New Rd.  
Blackburn, BB2 6BJ U.K.

I received your newsletter and am very happy to find many familiar names in it, and to learn that everyone is actively working. My research topics include: children's musical development, effect of music education on children's development, and effective pedagogies for young children's music.

Reiko Hata  
4-2-25 Nigawacho  
Nishinomiya 662 Japan

The networking is working! Reiko Hata and I are currently collaborating on a study of Japanese and American 4-year-olds, "Cross-Cultural Perspectives on Preschool Children's Spontaneous Musical Improvisations."

Danette Littleton  
Department of Music  
University of TN at Chattanooga  
Chattanooga, TN 37403

**CALL FOR PROPOSALS FOR MENC  
CONFERENCE SESSION  
EARLY CHILDHOOD MUSIC SRIG**

**SESSION TITLE: THE ROLES OF ADULTS IN EARLY  
CHILDHOOD MUSIC EDUCATION**

**DESCRIPTION:** The purpose of this session is to present current research concerning the various roles adults play in the musical education of preschoolers. The roles of music educators, preschool classroom teachers, daycare providers, parents, researchers and curriculum experts will be examined in light of a growing awareness and concern for developmentally appropriate practice. This topic allows several areas of interest to be represented: preservice and inservice teacher preparation, parent involvement, special needs of practitioners in varying types of preschool settings and collaborations that help to bridge the gap between theory and practice. Collaborative investigations are encouraged.

**PROCEDURE:** FAX a one-page proposal to Susan M. Tarnowski, University of Wisconsin-Eau Claire, Fine Arts Bldg. 226. Include statement of purpose, method and results (if completed).

**DEADLINE: June 25, 1993**  
**FAX: 715-836-2284**  
**PHONE: 715-836-4954 (To confirm receipt of FAX)**

**INTERNATIONAL SOCIETY OF  
MUSIC EDUCATION EARLY CHILDHOOD  
COMMISSION SEMINAR**

Plans are progressing well for the Early Childhood Commission Seminar to be held July 11-15, 1994, just prior to the ISME World Conference in Tampa. The Seminar will be held at the University of Missouri-Columbia.

We are expecting that there will be many people interested in attending this seminar. The Commission does not want the Seminar to grow too large, however, or it will lose its character. Thus, there will be limited space available for visitors (those not presenting papers). After careful consideration, we have decided that the most fair way to distribute approximately 80 spaces available (if more than 80 apply) will be by lottery, since the difficulties with international mail make a first-come/first-served policy unacceptable. Therefore, random selections will be made from requests received by January 31, 1994.

Please help us by sharing the Call for Papers with your colleagues and students. Papers must be postmarked AIRMAIL no later than September 15, 1993, and sent to the Commission Chair, Wendy Sims. To receive the Call for Papers or for more information on attending as a visitor you may contact:

Wendy L. Sims                      Phone: 1-314-882-3238  
Music Department                FAX: 1-314-882-3404  
138 Fine Arts  
University of Missouri  
Columbia, MO 65211



**Announcements of Coming Events**

- June 25, 1993 - **Deadline for receipt of proposals for Early Childhood Research session at the MENC Conference, April 6-9, 1994.** See Notes from the Chair column for details.
- July 24-27, 1993 - **The Second Colloquium for Teachers of Elementary Music Methods:** Mountain Lake, Virginia. For information contact: Nancy Boone, Box 47, Middle Tennessee State University, Murfreesboro, TN 37132.
- 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.
- November 10-14, 1993 - **The American Orff-Schulwerk Association, Research Poster Sessions at the 1993 National Conference.** The American Orff-Schulwerk Association will sponsor research poster sessions in Indianapolis, Indiana.
- December 31, 1993 - **Deadline for Winter Newsletter**
- April 6-9, 1994 - **MENC Biennial In-Service Conference,** Cincinnati, Ohio. Call for research papers/posters. September 1, 1993 deadline for submitting proposals. Specific guidelines see JRME, Fall, 1992, or contact Harriet Hair, School of Music, Fine Arts Bldg., Univ. of Georgia, Athens, GA 30602-3153.
- April 9, 1994 - **Music and Young Children.** A special conference day presented at the MENC convention in Cincinnati
- July 11-15, 1994 - **Early Childhood Commission Seminar** in conjunction with the International Society of Music Education. See the article on this page for details.
- July 18-23, 1994 - **ISME Conference,** Tampa, Florida. XXI Biennial World Conference International Society of Music Education Call for Papers/Workshops/Posters. For application information contact: Ms. Elizabeth Smith, ISME Administrator, Music Education Information and Research Centre, University of Reading, Bulmershe Court, Reading RG6 1HY, UK; Telephone+44-734-318846; FAX +44-734-318846 or 352080.

---

ISME '92 (cont. from page 4)

Participants agreed that ultimately music in the pre-school "depends on the teacher".

In addition to the excellent papers, highlights of the week included: concerts by children and adults of traditional Japanese music, gracious hospitality and graceful efficiency of the Japanese hosts, fine facilities at Kunitachi College of Music, generous sharing of ideas and cultures, and meticulous conference planning by Wendy Sims and Reiko Hata.

Many of the Tokyo seminar participants traveled on to Seoul, Korea for the World Conference where ten early childhood sessions were presented with more outstanding workshops, demonstrations, papers, and concerts emphasizing the "musical Olympics" of this exciting international meeting.

The diversity and quality cannot be transcribed here; you had to be there! However, if you missed the 1992 sessions, you have time to prepare to attend the next one. See Wendy Sims' article for more details and plan to attend.



## International Early Childhood Music Education

Danette Littleton

One hundred participants from 18 countries attended the International Society for Music Education (ISME) 5th Early Childhood Music Education Seminar - "Sharing Discoveries About the Child's World of Music" in Tokyo, Japan last summer - July, 21 - 24, 1992. The following week, the XXth ISME World Conference was held in Seoul, Korea.

Research presentations indicated rich and varied interests by researchers representing Asia, Europe, Africa, Australia, and North America. At the Tokyo sessions, Olive McMahon (Australia) in "Teaching as Research Problem-Solving" called for careful classroom observation and investigation of children's behaviors. Fiona Stuart (England) and Gudrun Schmidt-Kaerner (Germany) studied parental involvement in young children's music education. Atsuko Omi (Japan) presented "Explaining Children's Spontaneous Singing" with videotape vignettes of five types of singing: 1) message-song, 2) story-song, 3) keyword-song, 4) syllable-song, and 5) perfectly-learned song. Lily Chen (Hong Kong) presented a study of children's song acquisition and the relationship of melodic contour and the pattern of linguistic tones of the Cantonese language. In "Discoveries in the Fetal and Neonatal Worlds of Music!" Shelia Woodward (Republic of South Africa) provided "scientific evidence of the penetration of music into the intrauterine acoustic environment, as well as responses of the fetus to music stimuli". Programs for training early childhood music educators were presented by Marijke Albers and Margre van Gestel (The Netherlands), as well as by Tali Turel (Israel).

Eleven other papers from both the United States and around the world were presented at the Tokyo session. In addition, a round table discussion was held on early childhood education systems around the world. (ISME '92 continued on page 3)

---

### 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, 1993.

---

**Department of Music**  
**Trinity University**  
**715 Stadium Drive**  
**San Antonio, TX 78212-7200**

—address correction requested—