



Early Childhood Music Newsletter

Early Childhood Music Special Research Interest Group

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Prepared by Lori Custodero and Rachel Nardo

Newsletter No. 22

June 1996

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Our SRIG membership is interested in the contributions you are making to the field of research on young children and music. Please send your letters, notices, articles, book reviews, and collaboration inquiries to either Lori Custodero or Rachel Nardo at the addresses and numbers listed on page 3.

NOTES FROM THE CHAIR

Mary Lou Van Rysselberghe

Our SRIG session in Kansas City proved to be a time of transition and renewal of respect for research—the underpinnings for all we do with young children and music. **Diane Persellin** and **Danette Littleton** were honored as our retiring Co-Chairs. Their strong leadership and enthusiasm have generated vital interest within our membership across the country. We thank them, and welcome their continued involvement with us.

Congratulations to **Rachel Nardo** and **Lori Custodero** who have become Co-Chairs-elect! We appreciate **Lois Schleuter's** willingness to be considered at the time of the election. Lois is our Central Division Chair, and she would certainly serve us capably in either position. New Division Chairs are **Betty Ellis**, Northwest Division, **Janet Moore**, Southeast Division, **Diane Persellin**, Southern Division, and **Cecilia Riddell**, Southwest Division. We welcome their contributions to the SRIG. Lori and Rachel share duties as Co-Editors of our Newsletter—I invite you to send to them or to your Division Chairs news of your research, reviews, and

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What's in the Software?

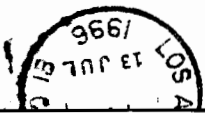
**Challenges to Creating and Selecting
Appropriate Software for the Developing Child**
Carol Scott-Kassner, Ph.D.
University of Central Florida

Parents and teachers are suddenly being presented with a bewildering array of multimedia software to use with young children. The advent of CD-ROM technology has stimulated many companies to combine sounds, music, images, and ideas in ways never before possible. Although many early childhood settings may be reluctant to incorporate such technology, the thoughtful use of quality programs can expand the tools for both play and learning and allow children to move at their own pace.

The challenge becomes one of how to identify quality and to address concerns of age-appropriateness. Many products come "bundled" with the purchase of a "computer package" as an enticement to buy. Often these products involve musical dimensions, simply because there is now a capacity to incorporate music. A review of many currently on the market suggests that they were designed and developed by people who are clearly not aware of either research or practice in music education or research in musical growth. The tasks are often inappropriate for the ages indicated, cognitively confusing, and/or unmusical. They lead children to frustrating dead-ends and quickly become rejected.

My current study involves looking at how children aged 4, 5, and 6 respond to two of the more effective CD-ROM products on the market. *Thinkin' Things 1*, published by Edmark is award winning software designed to help children from the ages of 3 to 7 learn to match and to classify sounds both visually and auditorily. The structure of the program is largely closed, asking children to produce right answers. I was particularly concerned that the cognitive demands of the pitch and tone color matching tasks of the program were too difficult for children under 5 or 6 years of age. Indeed, children aged 4 were unable to reproduce, by touching a screen or pointing with a mouse, patterns of three pitches played on a xylophone or patterns of three sounds played on various instruments. In spite of the fact that they could both see and hear the patterns being played, they regularly became confused and quickly asked to "do something else." This confusion was generally true for children aged 5 although they appear to be in a transition

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ISME UPDATE

July is the month when the Early Childhood Commission of ISME gathers in Winchester, England, and Amsterdam, The Netherlands, to learn about and to share new ideas for research and pedagogical practices in early childhood music education. It is a time to see old friends and to make new ones, to speak about one's work and to be inspired by the endeavors of others. The following sessions reveal the scope and diversity of early childhood music around the world.

THE INTERNATIONAL SOCIETY FOR MUSIC EDUCATION EARLY CHILDHOOD COMMISSION SEMINAR: "Universal and Particular Elements of Early Childhood Music Education"

July 15-19, 1996

King Alfred's College of Higher Education
Winchester, England

PAPERS TO BE PRESENTED:

Olive McMahon (Australia): "A Review of Research Relating to Selected Aspects of Music Development in Early Childhood."

Maie Vikat (Estonia): "Child's Musical Development in Nexus with Intellectual Development at Pre-school Age."

Joanne Rutkowski (USA): "The Nature of Children's Singing Voices: Characteristics and Assessment."

Margaret Priest Smith (Australia): "A Pathway to Music: 2 to 8 Years."

Margre van Gestel & Marjanka van Maurik (The Netherlands): "Higher Levelled Music Lessons by Effective Reactions on Communication Signals of Young Children."

Wendy Sims (USA): "Melody Preference in 2- to 7-month-old Infants."

Wendell Hanna & M. L. Van Rysselberghe (USA): "Training Non-specialists in Preschool Education."

Katharine Smithrim (Canada): "The Disneyland of Music in Early Childhood."

Stuart Manins (New Zealand): "Sing a Song of Somewhere Else."

Yoko Kobayashi (Japan): "Use of the Piano and Young Children."

Charlotte Frohlich (Switzerland): "Borrowings of Developmental Psychological Concepts—Ways of Leading in to Musical Improvisation with Children and Musical Amateurs/Lays."

Louie Suthers (Australia): "Using Puppetry to Help Toddlers Find Their Singing Voices."

Eleanora Rybakova (Russia): "St. Petersburg *Sound Mosaic*."

Susan Young (Great Britain): "Contributions to an Understanding of the Music & Movement Connection."

Carol Scott-Kassner (USA): "A Meta-View of Research and Practice: Propositions for the ISME Early Childhood Commission."

Sheila Woodward (South Africa): "*The Little Library*. Musical Children's Stories."

Susan O'Neill (UK): "The Influence of Ability, Effort, Motivation and Teaching Context on Achievement During the First Year of Learning to Play an Instrument."

Pedro Espi-Sanchis (South Africa): "Story Telling as a Tool in Music Education."

ISME EARLY CHILDHOOD COMMISSION SESSIONS:* 1996 WORLD CONFERENCE

July 21-27, 1996

Amsterdam, The Netherlands

Susan Tarnowski (USA): "Preservice Early Childhood Educators' Observations of Spontaneous Imitative Song in Preschool Children Aged Two to Five Years."

Margre van Gestel & Marjanka van Maurik (The Netherlands): "Higher Levelled Music Lessons by Effective Reactions on Communication Signals of Young Children."

Wendy Sims (USA): "Individual Differences in Music Listening Responses of Young Children."

Lori Custodero (USA): "Csikszentmihalyi's Concept of Flow in Young Children's Music Learning Experiences."

Yvonne Tommis & Della M.A. Fazey (Great Britain): "The Acquisition of the Pitch Element of Music Literacy Skills by 3 - 4 year old Preschool Children."

John Flohr and Diane Persellin (USA): "Children's Electrophysiological Responses to Music."

Sheila Woodward (South Africa): "Neutralising Cultural Weapons with Music."

*Complete program also includes papers by **Nito**, and **Gratzer**, whose titles are not available at this time.

COMING EVENTS

July 15-19, 1996—ISME Commission Early Childhood Music Education Seminar in Winchester, England.

July 21-27, 1996—ISME General Conference in Amsterdam, The Netherlands.

August 2-6, 1996—Early Childhood Music Association 1996 International Convention in Santa Fe, New Mexico, Contact Lorna Singer at (316) 285-6006.

September 20-21, 1996—Music as Intelligence Conference, Ithaca College, Ithaca, New York. (607)274-3386.

October 24-27, 1996—Association for Technology in Music Instruction w/ CMS, Atlanta, Georgia. Contact Jack Taylor by e-mail: taylor@cmr.fsu.edu.

November 13-17, 1996—American Orff-Schulwerk Association National Conference, Memphis, Tennessee.

November 20-23, 1996—National Association for the Education of Young Children National Conference, Dallas, Texas.

CODA

Danette Littleton

Diane Persellin and I wish to thank you for the opportunity to serve as co-chairs for 1994-1996. We are delighted with recent accomplishments and progress, including: the new Web site, the substantive, informative newsletter distributed twice each year, great attendance at the business meeting and enthusiastic response to the research presentations in Kansas City, and the increasing interest in music and early childhood research.

Thanks to Mary Lou Van Rysselberghe for her generosity and support during the past year, and congratulations to Lori Custodero and Rachel Nardo on their election. We are excited about the expertise and enthusiasm Mary Lou, Lori, and Rachel bring to the leadership of this organization.

Sincerely,
Danette Littleton



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Web Page Update

The Web page is under construction at the University of Southern California. We need your ideas concerning its design and content as well as your e-mail addresses. Please forward pertinent information to nardo@usc.edu. To view an example of a SRIG homepage, visit the SRIG Perception homepage under www.menc.org.

NOTES FROM THE CHAIR, cont.

coming events.

The papers presented at our session in Kansas City were outstanding examples of current research in early childhood music. The following presentations reflected the broad interests and dedication of our members:

"The Effect of Music Training on Spatial Task Performance of Young Children," **Karen Philbrick, Mary Mallory,** and **Helga Medd**, California State University, Fresno.

"Young Children's Ability to Perform Steady Beat," **Liz Rose**, Appalachian State University, and **John Flohr**, Texas Woman's University.

"California Survey of Music in Early Childhood," **Rachel Nardo**, Pasadena City College.

"Cross-Cultural Perspectives on Preschool Children's Spontaneous Music Behaviors in Japan and USA," **Danette Littleton**, University of Tennessee at Chattanooga.

MENC deserves kudos for two new early childhood publications. The brochure "Prekindergarten Music Education Standards," (order #4015) and the book *Strategies for Teaching Prekindergarten Music* will be useful to teachers, music specialists, parents, and daycare providers. These guidelines and lessons address knowledge and skills, resources, and the learning environment so critical for musical development in young children. I suggest you order copies of each if you do not already have them (MENC 800-828-0229). We anticipate giving the brochure to those attending the ISME Early Childhood Music Commission Seminar this July as an example of U.S. interest and focus. At that time nine of our SRIG members will be among the presenters—fine representatives of the United States.

I look forward to serving as your chair during the next two years. Together we will continue to focus attention upon the value of research in early childhood music. May good working relationships continue to grow between us and others who share these concerns.

Best wishes for a delightful summer.

CALLS FOR PAPERS

Early Childhood Connections

The editorial office for *Early Childhood Connections* is seeking manuscripts for publication. This is a music journal devoted to issues related to early childhood.

Primary articles focus on developmental or pedagogical issues related to these age levels.

The journal has recently appointed an editorial review board of seven members to accommodate the review of research reports. While each issue of the journal is not exclusively oriented to a specific topic, the following do represent a special focus area for upcoming issues.

Winter, 1997: International Issue; deadline Oct. 1.

Spring, 1997: Exceptional Populations; deadline Jan. 1

Summer, 1997: Creativity; deadline, April 1.

Fall, 1997: Play in Early Childhood; deadline, July 1.

Inquiries and submissions should be directed to Martha Hallquist, *Early Childhood Connections*, 1357 43rd Ave., #57, Greeley, CO 80634, (907) 356-5355.

Third ESCOM Triennial Conference Uppsala University, Uppsala, Sweden June 7-12, 1997

The European Society for the Cognitive Sciences of Music (ESCOM) invites you to participate in its Third Triennial Conference in the Centre Uppsala University, Uppsala, Sweden, June 7-12, 1997.

Thematic sessions are planned for the following topics:

musical communication; music cognition; music experience; music performance; music analysis and modeling; composition and improvisation; musical development; musical psychoacoustics; music and neuropsychology; music and bodily movement (including dance); psychology of singing; ethnomusicology; and psychological science applied to music therapy.

Unpublished papers on research in any of the above topics are invited for presentation in reading sessions. Papers may be in English or French. Expected length of presentations 20-25 minutes. Submit (1) an abstract, maximum 400 words; (2) five keywords describing the field and topic of the paper; (3) each author's name, title, institutional affiliation, mailing address, telephone number, fax number, e-mail address; (4) equipment requirements. Formats: e-mail, diskette (Word, WordPerfect, ascii) and hardcopy. See address below.

Deadline: December 1, 1996

ESCOM Young Researcher Award:

ESCOM is happy to announce up to six awards of 20,000 BEF (Belgian francs) each to young researchers (ESCOM members), age limit 35 years. In order to apply for this award, supply an abstract (maximum 400 words) accompanied by a 2000 word summary indicating methodological details and main results.

Deadline: December 1, 1996

Address: Third ESCOM, Department of Psychology, Uppsala University, Box 1854, S-751 48 Uppsala, Sweden.

MENC EARLY CHILDHOOD POSTER PRESENTATIONS

Timothy Brophy (University of Kentucky). Authentic assessment of vocal pitch accuracy in first through third grade children. Contact Timothy Brophy at 302 Orchard River, Nicholasville, Kentucky 40356. Phone (606) 887-5550, or email tbrop1@ukcc.uky.edu.

Jane W. Cassidy (Louisiana State University) and **John M. Geringer** (The University of Texas at Austin). Effects of animated videos on preference indicators for music among preschool children.

Eugenia Costa-Giomi (McGill University, Montreal, Canada), **Helga Rut Gudmundsdottir** (McGill University), and **Steven Demorest** (University of Washington, Seattle). Effects of intervals, contour, and key on young children's and adults' identification of a familiar melody.

Jodi Domer and **Joyce Eastlund Gromko** (Bowling Green State University, Bowling Green, OH). Qualitative changes in preschoolers' invented notations following music instruction. Contact jgromko@bgnet.bgsu.edu.

Patricia Flowers (Ohio State University, Columbus). Music vocabulary of first grade children: recommended and actual use.

Joyce Eastlund Gromko (as above). A theory of symbolic development in music.

Rita Klinger, Patricia Shehan Campbell and **Thomas Goolsby** (University of Washington, Seattle). Approaches to children's song acquisition: immersion and phrase-by-phrase.

Michael Milam (Virginia Polytechnic Institute & State University at Blacksburg). The effects of male, female, and child vocal modeling on the pitch-matching ability of children.

Moya Lao Nordlund (University of Alabama, Tuscaloosa). Music problem solving strategies of five- to seven-year olds. Contact by phone: (205) 348-6054.

Evelyn K. Orman and **Moya L. Nordlund** (as above). Effect of descriptive pictographic music notation on the music perception of middle elementary students. Contact by phone (205) 348-6054.

Louise Patrick (Eastern Michigan University). Preschoolers' movements to music in individual and group settings: notable characteristics and evidence of peer influence/imitation.

Contact MUS_PATRICK@emuvax.emich.edu.

Allison Smith Poorman (Bowling Green State University, Bowling Green, Ohio). The emergence of symbol use: prekindergarten children's representations of musical sound. (in press) *Contributions to Music Education*. Contact poorman@bgnet.bgsu.edu, or FAX at (419) 372-2938.

Paul D. Sanders (The Ohio State University at Newark). Perceptual modality and musical aptitude among kindergarten students. Contact Paul Sanders, The Ohio State University, Newark Campus, 1179 University Drive, Newark, OH 43055-1797, mail code 7-1830-1.

Yvonne Tommis and **Della M.A. Fazey** (University of Wales). The acquisition of the pitch element of music literacy skills by 3-4 year old preschool children: a comparison of two methods. Contact Yvonne Tommis, University of Wales, Bangor, Gwynedd LL57 2EN.UK, or email yvonne@bangor.ac.uk.

Wendy Valerio (University of South Carolina, Columbia), and **Janet Smith** (The American School, Barcelona, Spain). Anticipatory responses made by young children (ages 13 to 36 months) to music. Contact Wendy Valerio, Director, The Children's Music Development Center, University of South Carolina, Columbia, SC 29208. Phone (803) 777-5382; FAX (803) 777-6508, or email wvalerio@mozart.sc.edu.

BOOK REVIEW

Lori Custodero

Handbook of Research on The Education of Young Children, edited by Bernard Spodek.
New York:Macmillan, 1993. 568 pp.

This volume, similar in size and format to the *Handbook of Research in Music Teaching and Learning*, is a rich resource for those wanting an interdisciplinary perspective on early childhood research in the past decade. As the title indicates, the focus is on education. Articles reflect an interest in learning environments and adult roles; developmental studies are discussed in terms of their interface with practice. Because of this consideration, there is more information on preschool-aged children, and less on infants and toddlers.

The book is divided into four sections, the first addressing child development and early education. Chapters on cognitive, motor, social, and emotional development all offer significant contributions toward the understanding of young subjects. Part II deals with foundations of early childhood educational curriculum and includes general chapters on historical perspective as well as the role of play. Specific disciplines, such as language, literacy, math, social studies, and science are also discussed. J. Craig Peery authored the chapter on music, updated and reprinted from the 1987 book, *Music and Child Development*. A chapter by Jessica Davis and Howard Gardner, dealing mainly with their research on children's drawing, is expectedly refreshing and inspiring. James A. Banks contributes a chapter on multicultural education; there is an acknowledgement of the role of technology in a piece about electronic media, specifically television viewing and computers, that may provide direction for those wishing to formulate education research on these topics.

Part III covers policy issues and includes chapters on testing and screening, environmental conditions, parental influence, special education, cultural diversity, at-risk students, and teacher preparation. This material is of

DIVISION NEWS

Central Division

Lois Schleuter

Two early childhood research presentations by SRIG members in the Central division were included at the Qualitative Methodologies in Music Education Research Conference II held at the University of Illinois at Urbana-Champaign May 16-18, 1996. **Joyce Eastlund Gromko**, Bowling Green State University, presented "Early Signs of Musical Intelligence." She documented children's verbal and symbolic representations of music. **Lois Schleuter**, University of Toledo, reported on the process and outcomes of in-service designed to assist public school teacher incorporate the arts in the regular classroom. The paper was titled "Toward Integrating the Arts K-3: Analysis of a University-Public School Partnership."

Northeast Division

Joanne Rutkowski

Several researchers from the Northeast presented papers related to early childhood at the Qualitative Methodologies in Music Education Research Conference II at the University of Illinois, Urbana-Champaign. I am certain they would be pleased to share their work with interested persons!

"Nonverbal responses to music listening by first, second, and fifth-grade children," **Betty Atterbury**, University of Southern Maine.

"Understanding children's musical creative thinking processes through the qualitative analyses of their MIDI data," **Maud Hickey**, Ithaca College.

"Integrating elementary general music: a collaborative action research study," **Beth Ann Miller**, Mapleton Schools, Maine.

"The organization and synthesis of historical data,"

Michael Mark, Towson State University.

"Learning to teach music: a collaborative ethnography,"

Mark Robin Campbell, Crane School of Music, SUNY Potsdam.

Northwest Division

Betty Ellis

I am finding some success in adapting the Picture-Exchange Communication System (*Delaware Autistic Program*) within the framework of my preschool multiple handicapped music classes. Our school's speech specialists have adapted the system to fit the needs of our specific students and program. We use the system with autistic students and those with autistic tendencies.

For music classes, I prepare a lesson flowchart with each activity for the lesson sequenced into small steps including motor activities, playing instruments, handling manipulatives, etc. Each step includes a written word or phrase as well as a graphic for picture reference.

A typical 30-minute lesson will include 17-20 steps. We have discovered that cues should be black-line on white paper, unlined, placed close together on black background. I have one large "story-board" chart at the front of the room as well as two smaller individual for teachers to use with those students who need direct manipulation with the charts. Those students seem to benefit from removing each picture as we finish it and placing it in an "all done" pocket.

An example sequence from one lesson included 1) music 2) sit on circle 3) sing 4) choose (bumblebee puppet) 5) stand up 6) dance 7) put away 8) choose (hula hoop) 9) sing 10) put away 11) sit on circle 12) listen 13) sing 14) my turn (in the game) 15) sit on circle 16) sing 17) all done.

I have noticed a great increase in focus ability of students in general as many non-autistic students seem to find this structure useful as well. The frustration level of the autistic students has lessened resulting in greater progress for all students.

The Northwest Division MENC conference will feature Early Childhood focus sessions on Saturday as part of the division conference in Bellevue, Washington, next February. Look for more information in the fall newsletter.

Southern Division

Diane Persellin

Subjects are needed for research on children's rhythmic ability. Children ages 3-8 are needed for a sample. The rhythmic test takes three to five minutes to administer and persons interested in helping will receive all the materials. This rhythmic test was presented at the MENC SRIG early childhood meeting in Kansas City by **John Flohr** and **Liz Rose**. For further information, contact: John Flohr, Texas Woman's University, Department of Performing Arts, P.O. Box 23865, Denton, TX 76204-1865 (817) 898-2500.

Southeast

Janet Moore

Pasco County, Florida is one example of the exceptional planning and development that is being put into prekindergarten fine arts and movement education within the public schools in the Southeast. A task force of preK teachers, principals and assistant principals, university consultants, and fine arts specialists have been meeting for the past year on a regular basis to discuss new research, exchange and review current publications, overview prekindergarten curricular resources, and interact with consultants in curriculum presentations. **Dr. Kathy Sanz**, Fine Arts Supervisor, is heading the task force. She scheduled a series of presentations by specialists to inform the task force on the latest research and curricula. The High/Scope curriculum, ERIN curriculum, the theory of

BOOK REVIEW, con't.

particular value to early childhood music researchers who wish to further understand the ecology of their informants. The final section contains writings on research strategies for early childhood education: standardized and non-standardized measurements, qualitative methods, relationships to policy, and cross-national comparisons are all included.

The value of this work to the early childhood music educator and researcher is multifaceted: it can serve as reference for further understanding and application of current research in non-musical field, as a demonstration of current trends in the larger field of early childhood research, and as a source for generating new research questions and strategies.

DIVISION NEWS, con't. (Southeast)

multiple intelligences, and other research materials were presented and discussed. Following this, a vision statement for the prekindergarten fine arts was prepared by the task force. Philosophy statements were also developed and reviewed by subgroups of the task force. Classroom visitations were completed by subgroups to tour and observe current practices.

At this point, the task force has specific area goals and objectives prepared for music, movement, visual arts, and language areas. Other Florida preK programs will continue to develop through the dissemination of materials from thorough task forces like this one in Pasco County. Pasco County Public Schools are in Land O' Lakes, Florida.

Southwest Cecilia Riddell

Featured Clinician, **Barbara Andress** (Tempe, Arizona) drew a substantial audience at the CMEA conference, February 24th in Santa Clara. Andress, sponsored by Peripole, Inc. shared the all-day event for early childhood with **Lynn Kleiner** (Manhattan Beach). Attended by over 100 teachers of very young children, this Early Childhood Day has consistently exceeded the expectations for attendance. Conference Committee consisted of Chair, **Mary Schliff**, Glendale Community College and CSU Northridge, **Barbara Cory**, College of the Desert, Montessori of the Valley, **Rachel Nardo**, U.S.C and Pasadena City College, **Cecilia Riddell**, CSU Dominguez Hills and Santa Monica City College, and **Mary Louise Reilly**, CSU Northridge, Emerita.

Lori Custodero was recently appointed Early Childhood Representative for the California Music Educators Association. CMEA's 1997 Early Childhood Day will be chaired by Custodero and feature guest clinicians Barbara Andress and Danette Littleton.

DIVISION NEWS, con't. (Southwest)

Rachel Nardo presented her findings about the quantity and quality of music instruction in California preschools at the MENC Early Childhood SRIG meeting in Kansas City, April 18, 1996. Based on earlier studies by Golden (1989) and Tarnowski & Barrett (1992), Nardo offered this survey as a model to replicate in other states for the purpose of assessing implementation of the *PreK Standards in Music*, as well as the *Opportunity-to-Learn Standards for Music Instruction, PreK*. The study was underwritten by the Chancellor's Office of the California Community Colleges—Fund for Instructional Improvement.

ARTICLE: WHAT'S IN THE SOFTWARE? con't.

phase cognitively. If the pattern did not involve repetition of a single pitch or sound, then it was easier for them to replicate. Children aged 6 had no problem remembering and matching the patterns and enjoyed the challenge of matching longer patterns of four or five sounds and struggling to match patterns which were presented aurally and not visually. These children could talk about the task and analyze their errors.

I also examined the response of children to a portion of *Thinkin' Things* where they could create patterns for the animals to match. At every age, children enjoyed generating patterns and could respond to the idea of making the pattern more difficult. Young children generally made patterns harder by increasing the number of pitches used, usually in a stepwise motion, whereas older children often used leaps as well as steps and created sequences of repeated patterns.

Finally, I examined the response of children to the composition section of *Making Music*, written by the composer Morton Subotnik, and published by Voyager. This program uses an open structure where children select tone colors and paint their music on the screen. They can modify what they have done through using a variety of techniques. Based on existing research on the development of children's creative thinking, I had anticipated that the younger children would simply scribble with sound, showing little intention, while older children would work deliberately to create patterns. The findings at this stage show that children of all ages quickly discover the possibilities inherent in the program and begin manipulating sounds with discretion and intention.

Continuing research will examine the development of thinking over time with these same subjects and analyze the kinds of products children at various ages create when given the freedom of the open structure. Both of these programs have the potential for telling us a great deal about how children think and what is reasonable to ask them to do at various stages. We must begin the dialogue with the designers of software to help them to create products that will lead children into musical thinking in ways that are age appropriate, musical, and inviting.