



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 School of Music—University of Southern California

Los Angeles, CA 90089-0851

Edited by Lori Custodero and Rachel Nardo

Newsletter No. 25

February 1998

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THE RELATIONSHIP BETWEEN RESEARCH AND PRACTICE IN EARLY CHILDHOOD MUSIC EDUCATION

Elayne Achilles

In a symbiotic relationship, two dissimilar organisms live together when the association is mutually beneficial. The same might be said of research and practice, which inform and influence each other. Research in early childhood music is a relatively new pursuit in music education, with a few benchmark exceptions (e.g., Moorhead and Pond, 1937-48). Is it a coincidence that this burgeoning field seemed to flourish with the gradual adoption of more qualitative methods of inquiry? Or was the mutual benefit of qualitative methodology and early childhood practice self-evident? This article addresses the process of learning qualitative research and learning from qualitative research.

NOTES FROM THE CHAIR

Mary Lou Van Rysselberghe

April in Phoenix! A wonderful prospect for our Early Childhood Music SRIG members, especially those of us who reside most of the year in colder climes. We look forward to MENC's National In-Service Conference in that delightful Southwest setting the week of April 14-18. Among the highlights will be our SRIG session slated for Friday, April 17th, at 9:15 in the morning.

After a brief business meeting to elect a new chair-elect for our SRIG, two interesting papers will be presented. Lori Custodero, University of Southern California, will focus our attention on the latest results of her examination into the relationship between musical activities and flow experience in 4- and 5-year olds. Lori captured our interest at ISME 1996 with the development of a tool to study children's musical experiences based upon Csikszentmihalyi's concept of flow. Now she is prepared to share the results of a more recent study designed to investigate the processes by which children learn. Lori observed how certain musical activities were better suited to children's learning "sensibilities," and how students act as agents in their own learning.

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Conducting the first study can create a daunting situation for the beginning researcher. When selecting a topic and population of interest, she may approach the study with a type of researcher knowledge that prevents perceiving other factors in the study. Studying the extant literature enables the researcher to imagine undertaking the methods of others and to determine the comfort level of carrying out such research designs. Selecting a design that fits the comfort level of the researcher is important, for in qualitative research the investigator must feel comfortable living with the ambiguity of not getting a "yes" or "no" answer, and having faith that "mountains of data" can be chiseled into meaningful concepts. Novice researchers in qualitative methods frequently select topics with a narrow focus, producing a gnawing feeling that the results did not account for many of the factors operating in the selected setting. Sometimes the topic is so broad as to prevent gathering pertinent information. Analyses of data can be troublesome as well, relying on external groupings of conceptual categories imposed on the data, rather than generative definitions that arise from the observations themselves.

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CONFERENCE REVIEW

Iowa Seashore Symposium

Carol Scott-Kassner

The Iowa Seashore Symposium, held at the University of Iowa from October 16-18, 1997, gathered scholars together from diverse disciplines and asked them to reflect on their work in light of Carl Seashore's conceptions of musicality and of graduate education in the fine arts. Carl Seashore's visionary contributions to the fields of music psychology, music education, and graduate education were celebrated throughout the symposium. Some of the mechanical devices he invented to measure perception were on display next to the most current technology being utilized in that field. This juxtaposition not only highlighted the advances of technology in the twentieth century but served as concrete reminders of the scope of Carl Seashore's work.

The initial morning of the symposium explored the topic of graduate education in the arts. **Bob Freeman** of the New England Conservatory talked about the need to reform the curriculum in the graduate education of musicians; **Kermit Hall**, Dean of Arts and Sciences at Ohio State, discussed the isolation of fine arts departments in research universities and what might be done to expand their influence. The afternoon featured psychologists **Carol Krumhansl** of Cornell, discussing research in cognitive and developmental psychology, and **Alf Gabrielsson** of Sweden, discussing the emotional dimensions of music performance and experience. Master teachers from Iowa brought their students to perform and presented reflections on nurturing musicality.

The second day brought a rich array of presentations and created a great deal of excitement. **Albert Bergman**, psychologist from McGill University in Canada, presented his research on auditory scene analysis in music, demonstrating the stage at which the brain is ready for harmonic perception in infancy and how the brain goes about analyzing complex fields of information. **Antonio Damasio**, neurologist from University of Iowa, discussed the current knowledge regarding music in the brain and the role music plays in human experience. **Bennett Reimer** of Northwestern University presented his emerging work that defines musical intelligence in terms of several discrete musical functions. **Anthony Seeger**, ethnomusicologist from the Smithsonian, then reminded us that musical intelligence cannot be separated from culture, and that in the contemporary world, those influences are getting "all mixed up."

Kate Gfeller of the University of Iowa shared remarkable stories of work she has done with cochlear implant recipients and their perception of music as well as their aesthetic response to what they heard and/or imagined. These stories challenged members of a panel to look at the question of how we define musicality in a profoundly new way. The day ended with delightful medley of presentations focusing on technological advances in

analyzing musical expression and sociocultural perspectives on musicality.

The last morning examined the measurement of musicality from several perspectives. **Edwin Gordon**, University of South Carolina, discussed his current work in measuring aptitude; **Peter Webster** of Northwestern University invited us to expand the notion of musicality to include the measurement of creative potential in music; and **Estelle Jorgensen** of Indiana University revisited the Seashore-Mursell debate on the psychology of music from a philosophical point of view. **Beth Bolton** of Temple University built on Gordon's work to discuss a theory of children's readiness to improvise harmonically. **Walter Vispoel**, an expert in educational measurement from Iowa, discussed means that are being used to improve the quality of music aptitude tests.

The afternoon sessions focused on the question of the development of musicality. **Jeanne Bamberger** from MIT discussed her current work in teaching music theory from a perceptual and constructivist perspective; **John Feierabend** of the Hartt School presented his ideas on the kind of materials that we use to develop musicality in the young child; and **Carol Scott Kassner** of the University of Central Florida discussed the sociocultural/musical milieu of the preschool child in America, and models for training teachers to work to develop the musicality of all children. A final panel discussion by Bamberger, Seeger, Reimer, and Gabrielsson provided summary comment and insights gained over the entire symposium.

Kate Gfeller and **Carlos Xavier Rodriguez**, co-chairs of the symposium, are working to compile the results of the remarkable gathering. They hope that a publication of the proceedings will be forthcoming, and can be contacted at The College of Education, Music Education, 1011 Music Building, University of Iowa, Iowa City, Iowa, 52242-1795.

CONFERENCE REVIEW

New Directions in Music Education

Lois Schleuter

Early Childhood Music was the topic chosen for the first New Directions in Music Education conference sponsored by the School of Music at Michigan State University in East Lansing. **John Kratus** and **Cynthia Taggart** were co-chairs of the November 6-8, 1997, conference. The program consisted of a wide variety of featured presentations, positional and research-based papers, and clinics.

CONFERENCE REVIEW

Featured presentations:

- **Edwin Gordon** (University of South Carolina): "The Importance of Early Childhood Music Guidance."
- **Frances Rauscher** (University of Wisconsin, Oshkosh): "A Comparative Approach to Music and Spatial Performance: What Can Rats Teach Us About Human Intelligence?"
- **Wendy Sims** (University of Missouri, Columbia): "Strategies for Assessing Young Children's Musical Behavior."
- **Cynthia Taggart** (Michigan State University): "A Study of Developmental Music Aptitude."

Papers:

- **Elayne Achilles** (Arizona State University West): "Family Centered Early Childhood Music Programs."
- **Janice M. Cusano** (Indiana University): "Play Theories and Preschool Children's Cognitive Development: A Review of Literature with Implications for Music Education Research."
- **Lori Custodero** (University of Southern California): "Flow as a Research Paradigm for Young Children's Music Learning."
- **Gregory F. DeNardo** (University of Illinois): "An Assessment of Kindergarten Children's Learning in a Community Arts Education Program."
- **Joyce Eastlund Gromko & Allison Smith Poorman** (Bowling Green State University): "The Effect of Music Training on Preschoolers Spatial-Temporal Task Performance."
- **Denise M. Guilbault** (Michigan State University): "The Effect of Instrument Type, Age, and Instrument Timbre Preference on Young Children's Musical Improvisations."
- **Warren Henry** (University of North Texas): "Music Professionals in the Preschool: Examining the Future of Music Education."
- **Nancy E. Lineburgh, Chet-Yeng Loong** (University of Akron), & **Jan Wolf** (Kent State University): "Music Making Responses of Children from 7 to 36 Months: Beat and Tempo Patterns."
- **Danette Littleton** (Florida Atlantic University): "Toward a Definition of Musical Play."
- **Linda J. Miller** (University of Idaho): "Developing the Musicbrain."
- **Elaine Alba Mitchell** (Haslett Public Schools, Haslett, MI): "Prenatal Music Studies: A Review of Literature."
- **Jo Ann Neville Nelson** (Southern Illinois University): "Hushed Wonder : A Cross-Cultural Analysis of Verbal Content in Folk Lullabies."
- **Isabel Barbara O'Hagin** (Bowling Green State University): "The Effects of a Discovery Approach to Movement Instruction on Children's Responses to Musical Stimuli."
- **Louise Patrick** (Eastern Michigan University): "Preschoolers Movements to Music in Individual and Group Settings: Notable Characteristics and Evidence of Peer Influence/Imitation."

Clinics:

- **Beth Bolton** (Temple University): "Music Acculturation Behaviors in Infants and Toddlers."
- **Denise D'Arca** (Ohio Northern University): "Developing Techniques for Facilitating Music Learning in the Inclusive Preschool Classroom: Planning Music Learning Activities that Work with Both Special Needs and Typically Developing Young Children."
- **Kristyn Kuhlman** (formerly with High/Scope Educational Research Foundation): "The Movement Core: Understanding How Children Move."
- **Lili M. Levinowitz** (Rowan University): "Enhancing Parent Participation with Their Young Children in a Group Music Making Experience."
- **Joanne Rutkowski** (Pennsylvania State University): "Nurturing the Child Voice: A Research Based Model."
- **Wendy Valerio** (University of South Carolina) & **Alison Reynolds** (Ashland University): "Early Childhood Music: What Do Children Teach Us Regarding Their Own Music Development?"

Participants were invited to observe early childhood music classes based on the theories of **Edwin Gordon** offered through Michigan State University's Community Music School.

A common theme emerging from the sessions and vigorous discussions amongst attendees concerned the roles of adults in both research and practice with young children. The participants in some of the studies were accompanied by care givers or were exposed to adult models; the researchers and clinicians often noted that their presence influenced children's music responses, even when it was not the focus of the investigation. Many of us were intrigued by this question of appropriate adult interaction and feel it is an important research direction for our field.

One of the most dramatic presentations happened on the last day of the conference, when Frances Rauscher reported on a new study extending her previous research demonstrating a causal link between music and spatial-temporal reasoning. This experiment involved rats whose maze running abilities were tested after heavy doses of music listening (Mozart vs. Philip Glass vs. White Noise) in utero and for two months after birth. Videotape documentation revealed rats nurtured on Glass showed a distinct and often humorous disadvantage when compared to those nurtured on Mozart. Early exposure seems to have been the defining condition, as there were no significant differences between rats who were exposed to the various musical treatments during the maze testing.

Conference organizers are to be commended for providing this wonderful venue for the exchange of ideas concerning the musical experiences of young children: the multiplicity of viewpoints and time allotment for informal dialogue was much appreciated. Papers from the conference will appear in upcoming issues of *General Music Today* and *Early Childhood Connections*.

CONFERENCE ANNOUNCEMENTS

MENC's 56th National Biennial In-Service Conference **April 15-18, 1998, Phoenix, Arizona**

This year's conference, entitled "Music Power," offers a wide variety of clinics and research sessions focusing on early childhood music. They include:

Pre-Conference Power Session (Wednesday, 1:30-4:30):

Research Focus — "Developmental and Adaptive Benefits of Music for Infants and Seniors: An Overview of Research from Both Ends of Life's Spectrum." **Jayne M. Standley, Carol Prickett, and Judy Bowers.**

Sessions in Young Children Category:

"Music and Nature — A Successful Pairing for the Preschooler." **Joyce Jordon-DeCarbo**, Thursday 8:00.

"What Can Young Children's Movement Responses to Music Tell Us About Planning Music Classes?" **Alison Reynolds** and **Wendy Valerio**, Thursday, 9:15.

"Pizza on PBS: A Recipe for Success." Thursday, 9:15.

"Music, Children, and the Family: Nurturing the Natural Development of Music in all Children."

Kenneth K. Guilmartin, Thursday, 1:45.

"The Sounds of Silence: Eliciting Infant Vocal Responses." **Warren Henry**, Thursday, 4:15.

"Connecting the Art of the Music with the Heart of the Child." **Mary Ann Hall**, Friday, 8:00.

"Building Musical Bridges from Early Childhood to Elementary Music." **Alison Reynolds & Wendy Valerio**, Friday, 9:15.

"The Family as a Music Community: Nurturing the Parent-Child Relationship." **Beth M. Bolton**, Friday 1:45.

"Connecting with the Community through Early Childhood Music Classes." **Nancy Lineburgh & Chet-Yeng Loong**, Friday, 4:15.

Research Sessions:

"A Research Agenda for MENC." Society for Research in Music Education, Thursday, 3:00.

"**Early Childhood SRIG Meeting.**" **Friday, 9:15.**

"The Many-Splendored Worlds of Our Musical Children." **Patricia Sheehan Campbell**, Saturday, 9:15.

Research Poster Sessions: (Friday 1:45, 3:00, 4:15)

Three sessions organized by Wendy Sims offer a wide array of topics. Titles which may be of particular interest to early childhood music researchers include:

Betty W. Atterbury (University of Southern Maine). Complex Music Listening By First, Second, Third, Fourth and Fifth Grade Children.

Eugenia Costa-Giomi (McGill University). The McGill Piano Project: Effects of Two Years of Piano Instruction on Children's Cognitive Abilities, Academic Achievement, and Self-Esteem.

Barbara Lewis (University of North Dakota). Rudolf Laban's Principles of Movement as Applied to Elementary Music Instruction.

Julie Rauscher Cummings (Lawhon Elementary, Houston, TX). Pitch Accuracy and Tonal Memory Capabilities of Pre-Kindergarten and Kindergarten Children.

Valerie Descombes (McGill University). Discrimination of Pitch Direction: A Developmental Study.

John W. Flohr (Texas Women's University), **Diane C. Persellin** (Trinity University), & **Daniel C. Miller** (Texas Women's University). Quantitative EEG Responses to Music Stimuli.

Helga Rut Gudmundsdottir (McGill University). Children's Auditory Discrimination of Simultaneous Melodies.

Isabel Barbara O'Hagin (Bowling Green State University). The Effects of a Discovery Approach to Movement Instruction on Children's Responses to Musical Stimuli.

Louise Patrick (Eastern Michigan University) A Comparison of Young Children's Movements to Music With and Without Props.

Randall S. Moore and **Joan E. Cutler** (University of Oregon). Animal Identification in The *Carnival of the Animals* as Perceived by Children 5-11 Years Old.

Carlos Xavier Rodriguez (University of Iowa). Children's Perception, Production, and Description of Musical Expression.

Joanne Rutkowski (Pennsylvania State University). Validation of the Singer Accuracy Measure.

Wendy L. Sims (University of Missouri-Columbia) & **Brett Nolker** (Augustana College). Individual Differences in Music Listening Responses of Young Children.

Charlotte N. Smelser (University of Kentucky). The Effect of Live, Video, and Audio Musical Presentations on Preferences of Elementary School Children.

Jayne M. Standley (Florida State University). The Effect of Contingent Music to Increase Non-Nutritive Sucking of Premature Infants.

Music and Young Children Day (Saturday):

This special one-day conference will provide teachers and care providers of young children with practical and developmentally appropriate music ideas and materials.

Program Chair: **Mary Pautz** (University of Wisconsin-Milwaukee)

Assistant Chair: **Sue Kujawski** (Arizona State University West)

Keynote Presentation (8:30-9:40):

"The Power of Musical Play: A Source of Joy for Every Child." **Diane Persellin** (Trinity University).

Workshop Sessions (9:55-11:10; 1:45-3:00)

"Circle Games from Simple to Complex." **John Feierabend** (The Hartt School)

"Eyes, Ears, Feet! Creative Movement through Problem Solving." **Isabel Barbara O'Hagin** (Bowling Green University)

"Making Connections between Movement and Music for Young Children." **Alicia Mueller** (Washington State University)

"Shall We Dance?" **Danette Littleton** (Florida Atlantic University) and **Lori Custodero** (University of Southern California)

"Interactive Storytelling with Music." **C. Dianne Mack** (Central Missouri State University)

"Two Generation Programs: Parents and Children Learn Together." **Elayne Achilles** (Arizona State University West and Phoenix Headstart Program)

"Sing and Play: Successful and Musical Opportunities for Using Percussion Instruments with Young Children." **Lynn Kleiner** (Music Rhapsody, Manhattan Beach, CA)

"Early Childhood Singing Games from Around the World." **Ellen McCullough-Brabson** (University of New Mexico)

"Places and Props for Musical Play." **Barbara Andress** (Arizona State University, Emerita) and **Sue Kujawski** (Arizona State University West)

"Music Exploratorium: Every Child Should (AND CAN) Have One!" **Mark Turner** (Halpin Early Childhood Center, Houston, TX)

"Out of the Music Box." **Doris Harry** (The Music School, Sunnyvale, CA)

"Teaching the Young Child to Sing." **Deborah Smith Hoffman** (Lexington School District Two, KY)

"Music Time for Special 3's and 4's." **Jill Kuespert Anderson** (Marcy Elementary, Hamilton-Sussex School District, WI)

Other Events:

General Session (12:30-1:30): "Once Upon a Nutcracker Ballet." **Mary Ann Hall** (Music for Children, Westport, CT).

Performance/Share Fair (3:15-4:15): A concert featuring the group **Gemini** and a sample fair introducing an assortment of ten music manipulatives (available for purchase by MENC registrants for \$10).

Music in Early Childhood Symposium

June 5-6, 1998, University of North Texas

A "Music in Early Childhood Symposium" will be held at the University of North Texas in Denton on June 5 & 6th. The symposium will feature presentations on research, repertoire, and methodology, as well as demonstrations with young children. Faculty for the symposium will be: **John Feierabend, John Flohr, Warren Henry, Diane Persellin, and Jill Trink**a. For more information contact Jill Trinkka at 512-264-1854 or <jtrinka@pobox.com>.\

CONFERENCE ANNOUNCEMENTS - *continued on next page*

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ISME Early Childhood Seminar

"Respecting the Child in Early Childhood Music"

July 13-17, 1998, Capetown, South Africa

The commission's eighth seminar will bring together music educators from around the world to learn about and share the newest ideas regarding research and pedagogical practices in early childhood music education. The schedule will include paper presentations, an exhibit of music education resources, round table discussion groups, outings, multi-cultural concerts representing local communities, and plenty of time for informal interactions among participants. Presentations have been solicited relating to children's musical characteristics, responses, and development; the role of adults in children's musical environment; the training of early childhood music educators; and models of exemplary pedagogical practice or research methods with young children. For further information, contact **Dr. Sheila Woodward**, Commission Chair, 2 Shaw Road, Rondebosch 7700, South Africa / E-mail <woodward@iafrica.com>.

ISME World Conference

Ubuntu: Music Education for a Humane Society

July 19-25, 1998, Pretoria, South Africa

The theme for this conference is an age-old African term for humaneness — for caring, sharing, and being in harmony with all creation. Ubuntu, as an ideal, means the opposite of being selfish and self-centered; it promotes cooperation between individuals, cultures, and nations. The warmth of Ubuntu is what we promote in music education: empowering all to be valued, to reach their full potential in accord with all around them. The program will include pedagogues, performers, composers, scholars, and participants from all over the globe, with special emphasis placed on African music and art forms.

For complete information, contact: **Anthony Melck**, ISME Conference Chairman, c/o UNISA, P.O. Box 392, Pretoria, 0003, South Africa / E-mail: <lrrouxm2@alpha.unisa.ac.za> / Fax: 27-12-429-3644. You may also wish to consult the ISME website: <<http://www.isme.org>>.

ECMA International Convention

Baltimore: Opus '98

July 17-20, 1998, Johns Hopkins University, Baltimore, Maryland

The Early Childhood Music Association's biennial conference will feature **Edwin Gordon** as keynote speaker; other general sessions will be offered by **Sr. Lorna Zemke**, **Joy Yelin**, and **Richard Grunow**. Small group sessions will include presentations on the following topics: Literature and Music for Young Children, Music and Nature, Keyboards for Kids, Music and Movement with Learning-Impaired Children, Parent Education, Working with the Singing Voice, and Integrating Art, Drama, Music, and Movement.

For more information contact: ECMA Convention Chairperson, **Judy Lewis**: 419-636-0585/ Fax: 419-633-3237 / E-mail: <triton@bright.net>.

MuSICA (Music & Science Information ComputerArchive) maintains a comprehensive computer-based record of research on music, behavior and related areas. It also publishes a thrice-yearly (Winter, Spring, Fall) newsletter, **MuSICA Research Notes** that provides essays and reviews, including educational and developmental findings and ideas. Both the database, which is easy to search, and the newsletter are freely available at the website, <<http://www.music.uci.edu>>.

1996-98 Early Childhood Music SRIG Leadership

Chair: Mary Lou Van Rysselberghe

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CALLS FOR PAPERS

1999 PMEA Conference

The PMEA Research Committee announces a call for papers for the 1999 PMEA State Conference to be held in Valley Forge, PA, April 15-17, 1999. A poster session that includes completed research as well as projects in process will again be included on the conference program. A Paper Reading Session for selected completed and in-progress projects is also planned. Several presenters from the poster session will be selected to share their work in one of these venues as well.

Authors must submit:

- 1) a cover letter stating that the submission is for the PMEA Conference and indicating if the research is in progress or complete;
 - 2) one cover sheet that includes author's name, institutional affiliation, address, phone number, e-mail address;
 - 3) 5 copies of a one page abstract.
- All submissions must be postmarked by October 15, 1998 to the committee chair: **Dr. Joanne Rutkowski**, PMEA Research Committee, The Pennsylvania State University, School of Music, University Park, PA, 16802-1901. Phone: 814-863-0419 / Fax: 814-865-7140. If the paper is a Masters or Doctoral Thesis, please include a copy of the signatory page: These projects are automatically accepted for presentation at the poster session. Papers will be blind reviewed and notification of acceptance will be sent by December 15, 1998. Submissions not adhering to these guidelines will be automatically rejected.

PMEA Bulletin of Research in Music Education

The PMEA Research Committee announces a call for papers for the Fall 1999 issue of PMEA Bulletin of Research in Music Education, a refereed scholarly journal. Authors must submit:

- 1) a cover letter stating that the submission is for the PMEA Bulletin of Research in Music Education;
 - 2) one cover sheet that includes author's name, institutional affiliation, address, phone number, e-mail address;
 - 3) 5 copies of the completed paper and abstract.
- All submissions must be postmarked by October 1, 1998 to the committee chair (see address above). Publication guidelines are consistent with those of other scholarly journals in music education. Use of APA format is required. All papers will be blind reviewed by the Editorial Board. Submissions not adhering to these guidelines will be automatically rejected.

American Orff-Schulwerk Association National Conference

The American Orff-Schulwerk Association will sponsor research poster sessions at its 1998 national conference in Tampa, FL, November 11-15, 1998. Research reports on any aspect of music learning through movement, speech, playing, singing, improvisation, or composition in general music or music therapy settings would be particularly appropriate. A poster presentation format will be utilized, and the author(s) of each accepted paper will be expected to be present at the poster session in order to discuss the project with interested music educators. The authors will be asked to furnish 100 copies of a report summary of 2 pages or less, as well as 10 copies of the complete report.

The following guidelines will be in effect for the paper selection process:

- 1) Submit 5 copies of the completed study of no more than 12 pages and 5 copies of a 250-word abstract to **Diane Persellin**, Department of Music, Trinity University, 715 Stadium Drive, San Antonio, TX, 78212-7200.
- 2) Include both a self-addressed, stamped, letter-sized envelope and a self-addressed, stamped post card with the submission.
- 3) Papers submitted for the conference must comply with the "Code of Ethics" published in each issue of the Journal of Research in Music Education.
- 4) Submission must be postmarked by May 15, 1998.
- 5) A qualified group of judges will screen the submitted reports; notification letters will be mailed by July 1, 1998.

The Gordon Institute for Music Learning

The editor of the GIML Monograph Series is now seeking research manuscripts for review and possible publication. Research topics of interest include music aptitude, audiation, preparatory audiation, music achievement, creativity and improvisation, early childhood music development, music reading, and movement. Articles should conform to APA style and should be no longer than 20 -30 typed doubled-spaced pages, including tables and figures. Send four copies of the complete paper, an abstract of 150 words, and a cover sheet that includes the author's name, institutional affiliation, address, phone, FAX, and email address (the cover sheet is the only place this information should appear) to **Dr. Beth M. Bolton**, Temple University, Esther Boyer College of Music, Presser Hall 012-00, Philadelphia, PA, 19122. For more information you may call 215-204-8311 or email Dr. Bolton at <bbolton@nimbus.ocis.temple.edu>.

NOTES FROM THE CHAIR *continued from page 1*

Cathy Mallet, University of Nebraska-Lincoln, will turn our attention to a multiple case study of early childhood music teachers' perceptions of parental attitudes. Cathy interviewed four Midwest early childhood music teachers regarding their perceptions of parental attitudes toward music instruction for preschool children. Parents were classified in the following categories: The Non-Musical Parent, The Musical Parent, and the Experiential Parent. Her results reveal important considerations we may want to address as teachers and researchers when we seek to promote the arts for the very young.

I will step aside at the close of our meeting to welcome **Rachel Nardo** and **Lori Custodero** as the new Co-Chairs of the Early Childhood Music SRIG. We have surely benefitted from the excellent newsletters they have co-edited over the past two years -- we thank them. Their leadership as Chairs assures us of two innovative years ahead for the SRIG. Congratulations and best wishes, Lori and Rachel!

In addition to our SRIG meeting on Friday, eight interesting sessions for early childhood music are scheduled. Look in your conference program for the designation of CHILD to find them. On Saturday our former Chair, **Diane Persellin**, will give the keynote presentation for Music and Young Children, a special one-day conference for early childhood educators and care providers. Your registration badge will admit you to this experience without a fee, but do pre-register. [Ed. note: See Announcements of Events for a complete listing of early childhood related activities at the conference.]

Next summer ISME takes place in South Africa. Our Early Childhood Commission will meet in Capetown July 13-18, and the papers selected for presentation are well worth travelling far to hear. The following week we will go to Pretoria for further ISME sessions at the global conference. We welcome you to join us!

CALLS FOR COLLABORATION

John Flohr is seeking subjects ages 3-12 to take his Rhythm Performance Test. The only requirement is an IBM 486 computer (or above) with a sound card. The test is fun and only takes about 7 minutes; it will be commercially available from ECS later this spring, but meanwhile John needs more subjects from across the country in order to norm the test. If you are interested in administering this test to your children, John can be reached at Texas Woman's University in Denton, Texas at <f_flohr@twu.edu>.

Alicia Mueller is looking for fellow researchers interested in the following topics: Movement and Melody (primary-aged children), Integration and Collaboration of Music with other Arts, and Multiculturalism and Music Teacher Training. You can reach her by snail mail: Dr. Alicia K. Mueller, School of Music and Theatre Arts, Washington State University, P. O. Box 645300, Pullman, WA, 99165-5300, or by e-mail at <muellera@wsu.edu>.

BOOK REVIEW

Danette Littleton

Shore, R. (1997). *Rethinking the Brain: New Insights into Early Development*. Washington D.C. : Families and Work Institute. ISBN 1-888324-02-X
<http://www.familiesandwork.org>

Some of us interact everyday with individuals whose brains are two and a half times as active as our own. Using PET scan technology, research findings by neuroscientist Harry Chugani and his colleagues document that by the age of two, toddlers' brains are as active as adults'. By age three, the child's brain has 1,000 trillion synapses -- over twice as many as the adult's brain -- and this number holds throughout the first decade of life.

Similar breakthroughs in brain research pertaining to young children's development are presented with clarity by Rima Shore in this text intended primarily for professionals. *Rethinking the Brain* is based on conference proceedings at a 1996 meeting of leading brain scientists, experts in child development and early childhood education, business leaders, policy makers, and members of the news media entitled "Brain Development in Young Children: New Frontiers for Research, Policy, and Practice." This University of Chicago event was prompted by the 1994 Carnegie Foundation report, *Starting Points: Meeting the Needs of our Youngest Children*, which indicated the wide gap between scientific research -- particularly recent findings of brain research -- and public knowledge.

Key findings in *Rethinking the Brain* are presented in comprehensible text and lucid graphics. Among the most significant are:

- Human development hinges on the interplay between nature and nurture.
- Early care and nurturing have a decisive and long-lasting impact on how people develop, their ability to learn, and their capacity to regulate their emotions.
- The human brain has a remarkable capacity to change, but timing is crucial.
- There are times when negative experiences or the absence of appropriate stimulation are more likely to have serious and sustained effects.
- Substantial evidence amassed by neuroscientists and child development experts over the last decade points to the wisdom and efficacy of prevention and early intervention.

In support of these key findings, substantial scientific studies conducted in laboratories and *in situ* are narrated here and numerous investigations cited. Additionally, a glossary; list of conference speakers, respondents, and moderators; examples of early intervention programs; bibliography; and recognition of conference funders and sponsors provide valuable sources of information.

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RESEARCH AND PRACTICE *continued from page 1*

The research topics of subsequent studies usually expand as a result of preliminary studies which reveal the importance of factors that cannot be ignored. These factors usually influence the researcher's practice as well. For example, after becoming aware that parents played an indelible role in children's disposition to make music, I expanded my practice from observing children in day care settings to include designing and implementing family music programs in a university setting. Although I discovered much about the role of parent involvement in children's music participation, the study, which was limited to observing university families, led to culture-specific assertions that caused the need to expand the sphere of study from middle class, mainstream families to migrant, minority families.

When fields of inquiry expand, they promote the adoption of new researcher roles, such as ethnomusicologist or social worker. Sometimes the investigator worries that this new work draws her too far afield, producing concern about what was left behind. The study of children in migrant families convinced me of the importance of (a) understanding the culture of the group being investigated, and (b) making assertions only within the context of that culture. However, I realized what I had left behind was the role of parents in taking responsibility for the education of their young children. If parents are the child's most important teacher, then it was necessary to alter the focus of my practice once again and begin to learn from families instead of learning about families.

Looking for or creating new places and ways to practice becomes the inevitable outgrowth of a progressive research agenda. Head Start became the ideal day care setting for my learning about family involvement in children's education, since an important feature of this family-centered early intervention program from its inception has been parent decision-making, choice, and self-determination. The need to change the research focus once again to study how parents can adopt roles as decision-makers in music learning situations with their children became evident. Since families include males, it was necessary to find ways to involve often-absent fathers and increase their musical interactions with their children. This led to a totally new pursuit involving participation in ESL programs, library programs and other community outreach activities.

What are some principles related to early childhood music education that may be extracted from the relationship between research and practice?

1) Attempt to understand young children's behavior on developmentally appropriate norms rather than adult norms. For example, in attempting to understand how a child synchronizes his movements to an external beat, we may be ignoring the natural ability of the child to exhibit the beat in daily activities. Focusing on the child will change practice from trying to get the child to synchronize to an external beat to making music that synchronizes to the child's natural beat.

2) Study children's behavior within the context of the daily routines of their lives. Since young children's verbal understanding and reporting system is rudimentary at best, their responses in a testing situation may not reveal the same responses as in other situations. Likewise, behaviors at school may be different from behaviors at home. Take extra effort to enter the child's entire life, including the family-school connection.

3) Study the child within his own musical/cultural context, developing cross-cultural competence. Understanding another cultural heritage helps us to design programs relevant to family needs, interests, and abilities instead of our own.

4) Expand the knowledge base. Most novice researchers select a narrow band of inquiry, usually focusing primarily on music alone. Veteran researchers, however, take into account many more factors, such as social or economic influences, still retaining the ability to glean essential elements of a situation as it relates to music.

5) Continuously create new ways to practice, based on findings of the research of others and oneself: research is meaningless unless it affects practice. Conversely, we must find effective ways to study and draw theory from that which one practices.

The relationship of research to practice in early childhood settings has become more challenging as more demands are placed on teachers and parents to meet the needs of today's children. Sometimes academic issues appear to take second place to issues of violence, hunger, and disease in the lives of children in day care settings. Music, however, has the power to bridge gaps. Music education research undertaken in the context of current social issues has the power to create viable and rewarding practice.

BOOK REVIEW - *continued from page 8*

Affirmed with new insights from *Rethinking the Brain*, researchers and practitioners in early childhood music education are challenged to examine the environments and conditions necessary to advance young children's optimum development. Adult-child interactions of a kind that takes its cues from the more active brain may be more astute than previously understood.

Related references:

Greenspan, S. and Benderly, B. (1997). *The growth of the mind and the endangered origins of intelligence*. Reading, MA: Addison Wesley.

Shore, B. (1996). *Culture in mind: Cognition, culture, and the problem of meaning*. New York: Oxford University Press.

DIVISION NEWS

Central Division

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The Music in Early Childhood Music Conference was held at Michigan State University. A report of the conference is included in this issue.

Several research efforts are in progress at Bowling Green State University, Bowling Green, OH. **Joyce Eastlund Gromko** is collaborating with **Isabel Barbara O'Hagin** (music education) and **Kristi Hannan** (early childhood education) in a study of "Preschoolers' Social Competence and Well-Being: A Partnership of Caregivers" being conducted at the Jordan Family Center. The campus Montessori school is the site for another study, "The Effect of Kinesthetic Analogues for Musical Sound on Children's Music Perception," conducted by Prof. Gromko and graduate student **Karen Walters**. Gromko and **Allison Smith Poorman** will present the results of a completed project, "The Effect of Music Training on Preschoolers' Spatial-Temporal Task Performance" at MENC in Phoenix.

Northwest Division

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On November 12-14, 1998, Portland, Oregon will be hosting the National Assembly of State Arts Agencies, which is substantially funded by the National Endowment of the Arts. Administrators of state arts agencies nationwide will meet on a range of issues including arts education. Music education professionals are invited to attend.

In Anchorage, Alaska enrollments in the multiple handicapped programs for ages 3-5 are bursting at the seams. The district is in the process of revamping some long-range plans because enrollment has already surpassed all space available and is getting to the critical stage.

Northeast Division

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The Fall 1997 issue of the PMEA Bulletin of Research in Music Education was released in December. Articles of interest to early childhood researchers include:

"Classroom teachers' attitudes toward teaching music: A review of research in music and related studies in other subject areas" by **Beth Dameier** (West Virginia University);

"The arts in teacher education in the State System of Higher Education of Pennsylvania 1930-1990" by **Laree M. Trollinger** (Kutztown University);

"Relationships among parental involvement, gender, grade, and music aptitude" by **Stephen F. Zdzinski** (Wayne State University).

The Bulletin can be obtained by sending a check for \$7.50 US made payable to "PMEA" to: Joanne Rutkowski, Editor PMEA Bulletin of Research in Music Education The Pennsylvania State University School of Music • University Park, PA 16802-1901

Southeast Division

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The early childhood music educators in the state of Florida recently received a big boost when the Florida Music Educators Association (FMEA) held a Pre-Conference before their widely attended Annual Clinic-Conference in Tampa. The Pre-Conference was entitled "The Power of Music in Early Childhood" and was held January 7-8, 1998. The lead clinician was **Dr. John Feierabend**, one of the leading authorities on early childhood development in music and movement. As Director of the National Center for Music and Movement in the Early Years, Dr. Feierabend made several excellent presentations focusing on developing the musical mind, developing movement skills, and developing singing skills in the early years.

Dr. Feierabend was joined by other researchers and early childhood specialists who provided additional dimensions to the conference. **Dr. Joyce Jordan** presented "Planning Music Activities for the Early Childhood Classroom," **Dr. Carol Scott-Kassner** spoke on "Nurturing the Minds and Spirits of Young Children," **Dr. Mary Palmer** addressed "Informal Music Opportunities," and **Dr. Janet Moore** discussed "What Brain Research Tells Us About Musical Perception in Early Childhood." The Pre-Conference also had a panel discussion on the state of Pre-Kindergarten music; overall, it was a successful event which served to focus all Florida music educators' attention on the value of early childhood music experiences. Much networking and exchange of ideas was evident among the participants throughout the conference. All who were a part of the conference planning are to be commended, particularly the Pre-Conference Chair, **Margaret Griffin**, and the President of FMEA, **Dr. Kathy Sanz**.

There are more early childhood arts programs being included in community centers and university child care facilities around the state of Florida. Innovative programs which include early childhood teacher education in the arts are being developed as well. Interest is growing about the very important part that the arts play in the lives of infants and young children as the research grows and is disseminated. Indications are that this is also the case in other southeastern states.

Announcements are coming on the various early childhood music workshops to be offered around the state of Florida this spring and summer. Plans presently are for opportunities in early childhood music education to be offered at the University of South Florida, the University of Miami, and the University of Central Florida. As more information is confirmed, exact dates and topics can be announced. Please send your information on workshops, conferences, and other events in early childhood music education to Janet Moore at the above address for inclusion in the next newsletter.

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Early childhood music education was featured prominently throughout this year's Texas Music Educators Association conference in San Antonio, February 11 -14. Sessions that specifically featured early childhood music research were:

- Dr. Beth Bolton** (Temple University) "Musical Behaviors in Infants and Toddlers and Nurturing the Bond Between Parent, Child, and Teacher."
- Kenneth K. Guilmartin** (Center for Music and Young Children) "The Earlier the Better? Developmentally Appropriate Music Instruction in Early Childhood."
- Dr. Warren Henry** (University of North Texas) "By the Year 2000, All Children Will Start School Ready to Learn. Does This Include Music?"
- Dr. Diane Persellin** (Trinity University) "Application of Recent Research in Early Childhood Music to Your Teaching."
- Sherri Ross** (Texas Woman's University) "Effects of Singing on Speech Patterns of Children with Expressive Language Delays."
- Dr. Wendy Valerio** (University of South Carolina) and **Dr. Alison Reynolds** (Ashland University) "Building Musical Bridges from Early Childhood to Elementary Music."

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The early childhood music day at the California Music Educators Association's In-Service Conference will be held in Sacramento on Saturday, March 28, 1998, and is modelled after MENC's biannual event. Preschool educators and care providers will feast upon a full day of presentations, beginning with **Donna Brink Fox's** general session, "This Area Under Construction: Building Bridges to the Early Childhood Curriculum through Music." Break-out sessions both in the morning and afternoon will feature strategies for strengthening social bonds through music (**Danette Littleton**), model classes with babies, toddlers, and parents (**Cecilia Riddell**); and dramatic play with song (**Gwendolyn McGraw**). The day concludes with a Share Fair being coordinated by **Mary Schliff**. **Lori Custodero**, early childhood representative for CMEA, has organized this ever-growing event in California, where music, and particularly early childhood music, seems to be enjoying a renaissance. **Rachel Nardo** and **Barbara Cory** (joining Riddell, Schliff, and McGraw) complete the six person planning consortium.

The Music Department at California State University, Dominguez Hills and the Los Angeles chapter of the Dalcroze Society of America will co-sponsor an all-day workshop in Early Childhood Music February 21, 1998. Participants will sing, play, and dance their way through curriculum for the preschool and kindergarten years, and will witness demonstrations of teaching and learning strategies with infants and toddlers and their parents. Featured clinicians include **Christine Ann Martin**, **Jacqueline Paquette**, and **Cecilia Riddell**.

Researchers at University of California at Irvine are replicating their study with 3-year-olds which showed a causal relationship between music training and spatial-temporal reasoning, this time working with 140 second grade children in South Central Los Angeles. Groups include classes in which children receive computer lessons, and classes in which children receive keyboard lessons; control groups are being monitored as well. The current study was begun in July of 1997 and will be completed in about nine months (end of April, 1998), allowing for some delays for children enrolled in year-round schools. The Wechsler Intelligence Scale for Children (WISC) is the test vehicle being used to determine the degree of change, if any, in these children's spatial and temporal reasoning skills as a result of daily computer or keyboard lessons.

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SRIG IN CYBERSPACE: <<http://paccd.cc.ca.us/~menc>>

NOMINATION FOR 1998-2000 SRIG CHAIR-ELECT

Joanne Rutkowski, a faculty member in Music Education at Penn State since 1984, holds a B.M. degree from Miami University (Ohio), and an M.F.A. and Ph.D. from the State University of New York at Buffalo. She has taught general and choral music, grades K-8, in Ohio and New York. Joanne currently provides music experiences for 3-, 4-, and 5-year-olds at a day care center on the Penn State Campus, and teaches undergraduate and graduate courses in Music Education. Music education for the general student has always been her prime professional interest and her research has focused on the nature of children's singing voices as well as techniques and materials for helping the problem singer in a classroom setting. She has presented these studies at international, national, regional, and state conferences and symposia and her articles have been published in a variety of journals. In addition, she co-authored the chapter "Schools/ Curriculum: General Music Curriculum" in *Handbook of Research on Music Teaching and Learning*. Joanne is currently Chair of the PMEA Research Committee and Editor of the PMEA Bulletin of Research in Music Education.

"As we learn more about the brain and its development, the need for quality research in early childhood music becomes even more critical. I feel that the Early Childhood SRIG is poised to provide continued dialogue among researchers and also to take on the goal of encouraging practice to be driven by research. We all know this is a particular challenge when many early childhood practitioners are not privy to our traditional channels of dissemination. It also seems, based on the number of phone calls or e-mails I have recently received, that kindergarten music experiences are increasingly being removed from the elementary music teachers' schedules: Some administrators seem to feel that classroom teachers can successfully teach music to children at that age. Perhaps the SRIG, through our web site, could provide research citations and summaries for practitioners to assist with their important work. It would be an honor to be Chair-Elect of the Early Childhood SRIG at this important time and continue to work with colleagues who share the vision of appropriate and rich music experiences for all our children."

[Editor's note: Election of our new Chair-Elect will take place at the SRIG meeting in Phoenix (Friday, 9:15).]