



# 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 Pennsylvania State University School of Music

University Park, PA 16802-1901

Joanne Rutkowski, Editor

Russell Bloom, Designer

Newsletter No. 26

July 1998

1998-2000

Early Childhood Music  
SRIG Leadership

Co-Chairs:

Lori Custodero

Teachers College, Columbia University  
Dept. of Arts and Humanities  
Music and Music Education, Box 139  
525 West 120th Street  
New York, NY 10027-0396  
Phone: (212) 678-3283  
Fax: (212) 678-4048  
E-mail: Custodero@aol.com

Rachel Nardo

Pasadena City College  
1570 E. Colorado, K101  
Pasadena, CA 91106  
Phone: (818) 785-7585  
E-mail: nardo@usc.edu

Chair-Elect/Editor:

Joanne Rutkowski

The Pennsylvania State University  
School of Music  
University Park, PA 16802-1901  
Phone: (814) 863-0419  
Fax: (814) 863-7140  
E-mail: rv1@psu.edu

## NOTES FROM THE CHAIRS:

Lori Custodero and Rachel Nardo

Kudos to **Mary Lou Van Rysselberghe** for her superb organization of an informative SRIG session in Phoenix, and for her enthusiastic leadership as Chair. A view of the web page, presentation of two research talks, and the unanimous election of **Joanne Rutkowski** as Chair-Elect made for a stimulating meeting. As we turn over the editing of this newsletter to **Joanne**, we wish to thank 1996-1998 regional representatives **Betty Ellis, Wendell Hanna, Janet Moore, Diane Persellin, Cecilia Riddell, Joanne Rutkowski, and Lois Schleuter**. Their diligent service provided a national perspective on the state of early childhood music research, adding to our sense of community. We look forward to their continued involvement with the SRIG.

We'd also like to welcome 1998-2000 regional representatives **John Flohr, Ken Guilmartin, Wendell Hanna, Danette Littleton, Gwendolyn McGraw, and Linda Walker**. Your communication with them will benefit us all: consider sending an introductory e-mail to the person from your area!

Early childhood research has become a salient topic in the field of music education. As we enter the new millennium, we must consider the SRIG's role in guiding and supporting a research agenda. SRME has suggested the following categories: Music Teaching and Learning in a Time of Innovation and Reform (including issues of curriculum, learning and development, assessment, and teaching and teacher education); Music Education for New, Diverse, and Underserved Populations (including diversity and inclusion, and school and community); and Supporting and Surrounding Issues (including history, research and dissemination, and advocacy). Each of these categories has meaning for early childhood music: issues of appropriate practice, early development, long-term effects of early experience, and valid methodology are especially crucial to our understanding as researchers and practitioners.

These concerns are compatible with those in the generalized field of early childhood: Questions raised by National Educational Research Policy and Priorities Board (found at <http://ericecece.org/research/chap2b.html>) include:

- How do children develop and learn?
- What are the most effective methods for teaching young children?
- How can we create stimulating learning environments for all children?
- How can families and communities do a better job of supporting young

continued page 2

### Inside this Issue:

	page
Division News	2
Book Review	4
Conference Reviews	4
Calls for Papers	6
Announcements	8

•What are the most effective and efficient uses of community resources and social services for early childhood learning and development?

In our last newsletter, Elayne Achilles addressed the need for context-sensitive qualitative research, another concern echoed by the National Board. In the current issue, a book review on play and learning provokes thinking about the nascent and personal nature of children's experience, and have implications for several of the questions posed.

What are the important research issues of concern to you? We perceive the role of the SRIG as providing a forum for addressing these topics, through this newsletter (vis-a-vis systematic inquiry and reporting); through the establishment of chat lines on our web page; and at our MENC session in 2000, where we foresee a lively panel discussion as culmination of your thoughts expressed over the next two years. Write or email us at the addresses provided — we look forward to serving as your Co-Chairs and working with you to help disseminate the important work being accomplished in our field.

## DIVISION NEWS

### NORTHEAST DIVISION

(Connecticut, Delaware, Washington D.C., Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont)

#### **Ken Guilmartin**

Center for Music and Young Children  
66 Witherspoon Street  
Princeton, NJ 08542  
609-430-0431 ext. 12  
kguilmartin@compuserve.com  
Ken@MusicTogether.com

I want to thank **Joanne Rutkowski**, **Lori Costodero** and **Rachel Nardo** for this exciting opportunity to serve as Northeast Division chair. **Lili Levinowitz**, my long-time collaborator and CMYC Director of Research, will also be available as needed.

By way of introduction, I am a composer (mostly theatre, some opera, all grounded in the late 60's blues!) who first found his way to early childhood via Dalcrose. In 1984, I attended what I believe was the first ever jointly sponsored conference by music and early childhood educators, the MENC/Association for Childhood Education International conference on early childhood music in Provo, Utah. Inspired by this event, my work in Dalcrose, and my personal involvement in a parent-owned cooperative nursery school, I founded the Center for Music and Young Children in 1985, with the support from the Birch Tree Group., Ltd., the publishers of the Suzuki method at the that time. From this background you can see why my interest to this day remains to bring to children and their adults the early childhood's professional knowledge of children combined with the music emerging awareness of music and development, all within the context of the creative process, particularly as expressed through music and movement.

The first CMYC project was to create a research-based early childhood parent child program with extensive par-

ent education as well as an audio and print materials for home use. We are still very much involved with this project as we enter the 11th year of ongoing evolution of the Music Together program. Research continues to drive what we do, as much as the feedback from this application in the field of the creativity that thrives on both. We try to keep the business realities in their proper place, as the means by which the research, the application and the creativity are implemented and supported. It's been a challenging, gratifying decade!

### SOUTHERN DIVISION

(Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)

#### **Danette Littleton**

215 Cardinal Lane  
Delray Beach, FL 33445  
561-637-3787 home telephone  
561-637-6517 home fax  
littletn@mindspring.com

I am delighted to serve as southeastern division chair for our EC-SRIG. For the next two years, I expect to cover a lot of territory in this region, geographically and professionally. Last year, I took early retirement after 27 years of full-time university appointments in the USA and Canada so that I can study, conduct research, and write about music and young children from birth to age five. I plan to divide my time between the Washington, DC, area and south Florida in the coming months. I hope that my friends and colleagues throughout the southeast will get in touch with me and share news and ideas about your experiences with young children and music teaching and learning.

Many thanks to our SRIG leaders, **Mary Lou**, **Lori**, **Rachel**, and **Joanne**, for their dedication to children, music, and scholarship.

## NORTH CENTRAL DIVISION

(Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin)

### Linda Walker

Coordinator of Music Education  
Kent State University  
Kent, OH 44242-0001  
330-672-2431 (office)  
330-672-7837 (fax)  
lwalker@kentvm.kent.edu

The North Central Division was well-represented by the following presentations (papers, posters, and clinics) at MENC Phoenix: **Cathy Mallet** (University of Nebraska-Lincoln) presented her research entitled "A Multiple Case Study of Early Childhood Music Teachers' Perceptions of Parental Attitudes Toward Music Instruction for Preschool Children. Two papers on early childhood music were presented during the poster sessions: **Joyce Eastland Gromko** (Bowling Green)- "The Effect of Music Training on Preschoolers' Spatial-Temporal Task Performance"; and **Louise Patrick** (Eastern Michigan)- "A Comparison of Young Children's Movements to Music with and without Props." (Gromko co-authored with A. Poorman.) Stimulating and informative sessions were conducted by **Jill Kuespert Anderson** (Hamilton-Sussex School District, WI), **Alison Reynolds** (Ashland University), **Nancy Lineburgh** and **Chet-Yeng Loong** (University of Akron) and **Barbara O'Hagin** (Bowling Green). These sessions focused on engaging 3- and 4-year-olds in music, movement responses to music, and community involvement in early childhood music classes. We want to know what you are doing also. Please send information about your early childhood classes, workshops, and paper presentations to me: lwalker@kentvm.kent.edu.

## SOUTHWESTERN DIVISION

(Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, Texas)

### John Flohr

Professor of Music Education  
Department of Performing Arts  
Texas Woman's University  
Denton, TX 76204  
Phone: (940) 898-2511  
Fax: (940) 898-2494  
f\_flohr@twu.edu

Research Opportunities from the Southwest Division: Several SRIG members like myself are looking forward to attending the ISME conference in South Africa next month. One of my session opportunities will include information about a new rhythm test for 4-12 year old children. I am looking for people to help with the stan-

dardization of the test. (See information under "Calls for Collaboration")

## NORTHWESTERN DIVISION

(Alaska, Idaho, Montana, Oregon, Washington, Wyoming)

### Wendell Hanna

University of Oregon  
School of Music  
Eugene, OR 97403-1125  
541-461-4606  
wendell@oregon.uoregon.edu

Action by the legislature in the 1990's has elevated the status of Oregon child care and education programs. Key elements are:

- Oregon benchmarks (public goals policy): "Passionate and unrelenting efforts to nurture every preschool child and support healthy, functional families.." "Every child will enter school ready to learn, having been nurtured well during the early years."
- Oregon Education Reform Act for the 21st Century: Quality childhood care and educational programs have become, in the words of Superintendent of Public Instruction Norma Paulus, "the cornerstone of education reform." The non-graded Task Force and the Early Childhood Council are developing strategies that focus on developmentally-appropriate practices.
- Oregon's ten year plan for Childhood Care and Education Career Development. The system's specific goals include: Coordination for the existing resources, career progression, assessment of training needs, documented work experience and education credits leading to certification and career advancement, financial assistance, and resource libraries.

## WESTERN DIVISION

(Arizona, California, Hawaii, Nevada, Utah)

### Gwendolyn McGraw

California State University, Sacramento  
6000 J Street  
Sacramento, CA 95819-6015  
AGBMcGraw@aol.com

**Elayne Achilles, Barbara Andress, Lynn Kleiner, Doris Harry** and **Sue Kujawski** were among those presenting workshops sessions at MENC National Convention in Phoenix. Hats off to **Sue Kujawski** (Arizona State University West) assistant chair of the biannual early music conference on Saturday. "Music and Young Children" sessions were packed, and organization of the Share Fair was quite an undertaking! The Western Division was also ably represented by **Lori Costodero**, one

*continued page 5*

## BOOK REVIEW

By **Dr. Mark E. Turner**  
4329 Tonawanda Dr.  
Houston, TX 77035  
713-723-9025  
mturner2@bayou.uh.edu

Wood, L. & Attfield, J. (1996) *Play, learning, and the early childhood curriculum*. London: Paul Chapman Publishing.

At the Music and Young Children conference within a conference held during the biennial MENC convention in Phoenix, Diane Persellin provided everyone attending the first general session a wonderful overview of how music educators have used play to help young children understand and develop their musical talents. Since play theory is not one of the things we are typically exposed to during our undergraduate course work, it is necessary to develop and expand our knowledge of play theory through dialogues with early childhood educators and through reading. In my effort to become more knowledgeable about early childhood education, I have discovered several wonderful books on play theory. One of these is Wood & Attfield's "Play, learning, and the early childhood curriculum" (1996).

In their book, Wood & Attfield present an appropriate blend of theory and practice that make it interesting for the scholar, as well as for the practitioner. The authors begin with an illuminating philosophical discussion of play. For those interested in presenting cogent arguments for the inclusion of play in early childhood music programs, this first chapter should be required reading. The second chapter deals with an historical overview of play and its integration into various curricula. This concise explanation and discussion of how various theorists and epistemologists have integrated play into early childhood education is also worth reading.

Having presented a philosophical and historical basis for their book, the authors proceed to explain children's learning from a multi-theoretical perspective. The theories presented include information processing theory, metamemory, teaching cognitive strategies, Norman's model of learning, structural theory, schema theory, neo-Piagetian theories, metacognition, social cognition, and creativity and imagination. The lion's share of the book is devoted to the social constructivist ideas of Vygotsky. Within the chapter on Vygotsky, the authors address children's learning and development, the zone of proximal development, and the relationship between instruction and development. Anecdotal accounts of classroom interactions help to amplify the arguments and ideas presented. The authors conclude with chapters on the role of the educator in children's play, assessing children's learning in play, and extending children's play. Each of these chapters is relevant to all who are involved with early childhood music education.

In a time when early childhood music educators are often criticized by educators for not knowing and/or understanding "the big picture" in early childhood education, and equally chided by music educators who see play as nothing more than "fun", this book provides additional theoretical support for our professions' use of play as a viable means of improving the quality of early childhood music education.



## CONFERENCE REVIEWS

*The following research studies were presented at the meeting of the Early Childhood Music Special Research Interest Group held during the MENC National Biennial In-Service Conference, April 17, 1998 in Phoenix, Arizona. It was felt that those of you who were unable to attend this meeting would like to read the researchers' abstracts. Feel free to contact them for more specific information regarding their projects.*

**Lori Almeida Custodero**  
Teachers College, Columbia University  
Dept. of Arts and Humanities  
Music and Music Education, Box 139  
525 West 120th Street  
New York, NY 10027-6696  
Phone: (212) 678-3283  
Fax: (212) 678-4048  
E-mail: Custodero@aol.com

### LEARNING MY WAY: AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN MUSICAL ACTIVITIES AND FLOW EXPERIENCE OF 4- AND 5-YEAR-OLDS

This study investigated young children's music learning processes in a classroom environment through observations based on Csikszentmihalyi's (1975, 1988, 1990, 1997) model of flow experience, a paradigm based on the individual's perception of high challenge and high skill for a given activity. Participants included a class of eleven 4- and 5-year-old children in the beginning months of parent participative music instruction at a private music school. Since conventional flow studies utilized self-reporting methodology, a measurement tool for recording observed flow in preschoolers was developed: the Flow Indicators in Musical Activities (FIMA) form. Eight 1-hour classes were videotaped and analyzed via event sampling; events were defined musical activities including ear training, keyboard playing, singing, rhythm and skill games, storytelling, and writing. Data revealed a total of 142 observable events coded for between 1 and 11 children, resulting in 472 FIMA entries. Reliability was established in a comparison of percentages of agreement between 2 independent coders. Factor analysis of 9 Affective indicators resulted in 4 discrete dimensions of experience similar to those found in previous flow studies: Affect (happiness + cheerfulness +

continued page 7

# CALLS FOR COLLABORATION/ASSISTANCE WITH RESEARCH

**John Flohr** seeks persons to assist with validation of RPT-R.

**What:** A new computer driven rhythm test, Rhythm Performance Test-Revised, developed by John Flohr in collaboration with Electronic Courseware Systems.

**Need:** Researchers (graduate students, music teachers, or professors) to obtain participants aged 4 years to 12 years from the West, Midwest, and Northeast areas of the country.

**Benefits:** The data collected will be available for research purposes to those involved in the collection of the data. An honorarium can be included for those interested.

**Hardware needs:** IBM 486 or better with 66mhz or better 8 mg. of ram works best (no other programs running), windows 95 or 97 sound blaster sound card or midi interface. (After standardization, ECS will probably adapt for MAC interface).

**Brief Description of RPT-R:** The Rhythmic Performance Test - Revised (RPT-R) is a two-part computer generated test developed on the IBM platform. The test takes approximately 7 minutes for a child to complete. Part 1 contains five items. Each item is a midi recording of an Irish folk song, Mountain Top. Part 2 of the test is 20 rhythm patterns that are to be imitated by the subject. The task involves listening to a pattern and remembering the pattern long enough to tap the pattern using the computer keyboard.

**John Flohr** was asked by a early childhood educator to construct a list of recordings for preschool. He has looked at several sources and also sent out an email asking people to send me a short note with their favorite pieces. Please send him your ideas. If you are interested in the project as a collaborator, please send him a note too. Here is a sample of a few listings:

- P.Dukas , SORCER'S APPRENTICE
- Ginastera, MALAMBO
- "Hush" recorded by Bobby McFerrin and Yo-Yo Ma.

Decision News from page 3

of several featured presenters at the Early Childhood SRIG meeting.

In conjunction with the California Music Educator's state convention, early childhood music educators sponsored a one day conference on Saturday, march 28, at the Sacramento Convention Center. The one day conference: "Music for the Young Child" had more than 200 people in attendance. **Donna Brink Fox** (Eastman School of Music) presented two informative keynote sessions which focused on making connections between musical development and curriculum during the early childhood years. Breakout sessions, presented by **Dannette Littleton**, **Cecilia Riddell**, and **Gwendolyn McGraw** were standing room only events, as well as the Share Fair organized by **Mary Ann Schliff** and **Rachael Nardo**. **Barbara Cory** (College of the Desert) was also instrumental in planning the one day event. An early childhood music conference with so many people in attendance was a first for northern California. Congratulations and thanks are due to the conference chair, **Lori Custodero**. We will miss Lori as she begins her new position as Colombia Teachers' College.

**Gwendolyn McGraw**, Southwest Division representative, presented early childhood doctoral research on developing young children's singing voices at two research sessions held during the CMEA state convention.

## Recent Dissertations

**Hagedorn, Victoria Story**, Ph.D. (1997). An investigation into music thinking of deaf children. University of South Florida

**Jorgensen, Martha K.**, Ed.D. (1997). An analytical comparison of the kindergarten through fourth-grade sections of the California Music Educators Association music education K-6 scope and sequence with the kindergarten through fourth-grade section of the National Standards for Arts Education. University of the Pacific

**Kreutzer, Natalie Jones**, Ph.D. (1997). The nature of music acquisition among selected Shona speaking people of rural Zimbabwe as reflected in the vocal productions of children from birth to seven years. Indiana University

**Montgomery, Andrea J.H. Reeves**, Ph.D. (1997). The influence of movement activities on achievement in melodic pitch discrimination and language arts reading readiness skills of selected kindergarten music classes. University of Southern Mississippi

# ANNOUNCEMENTS

•“Music Education Research”, a new international journal, will begin publication in 1999. For further information, check out their home page:  
<http://www.carfax.co.uk/mue-ad.htm>

•The International Society for Music Education (ISME) Early Childhood Commission seminar, “Respecting the Child in Early Childhood Music Education” will be held July 13-17, 1998 in Stellenbosch, South Africa. A review of this seminar will be included in the February 1999 SRIG Newsletter.

•The Early Childhood Music Association (ECMA) Biennial International Convention will be held July 17-20, 1998 on the Homewood Campus of Johns Hopkins University, just north of downtown Baltimore. Main presenters are:

**Dr. Edwin E. Gordon**, Distinguished Professor in Residence at the University of South Carolina in Columbia, will present a keynote address and will teach two groups of children (babies and toddlers) for the general assembly.

**Dr. Richard F. Grunow**, Associate professor of Music at the Eastman School of Music in Rochester, NY, will lead two sessions (one general and one workshop) on audiating, vocalizing, and preparing ourselves (and our young students) for what they will encounter in local schools music programs.

**Joy Yelin**, Artist-in-Residence at the University of Miami in Coral Gables, FL, will use Dalcroze techniques to lead smaller groups in body movement.

**Sr. Lorna Zemke**, Director of Graduate Studies in Music and Director of Early Childhood Music and Prenatal Music Programs at Silver Lake College in Manitowoc, WI, will give a keynote address about her work with the very young.

Members and friends of ECMA will also present workshops on such topics as “Music and Nature”, “Keyboards for Kids”, “language Development: Music and Movement Make a Difference”, “Drama, Music, and Movement - Child’s Play”, “Bringing Children to Music Step-by-Step”, and many more.

For additional information contact convention chairperson **Judy Lewis**:

e-mail: [triton@bright.net](mailto:triton@bright.net)  
Phone: 419-636-0585  
Fax: 419-633-3237

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. 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.

•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. 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.

**Dr. Joanne Rutkowski**, Chair  
PMEA Research Committee  
The Pennsylvania State University  
School of Music  
University Park, PA 16802-1901  
Phone: (814) 863-0419  
Fax: (814) 865-7140  
E-mail: [rvi@psu.edu](mailto:rvi@psu.edu)

excited), Potency (alert + involved + active), Self-concept (satisfied + successful) and Comfort. Factor analysis of 8 Behavioral indicators resulted in 3 discrete dimensions specific to this study of young children: Behavior (skill + 3 operationalizations of flow — anticipation, expansion, and extension); Challenge (challenge + adult awareness); and Imitation (imitation + peer awareness). Multiple regression analyses showed Potency, Self-concept, Behavior, and Challenge to significantly predict flow.

Results from the study show the FIMA to be a valid and reliable tool for assessing flow in young children's music learning experiences. Additional findings suggest (a) children are agents in their own learning; (b) in a music learning context, the quality of adult intervention plays an important role in children's quality of experience and flow; and © young children use peers and adults in their music education environment differently. Comparisons of experience between specific musical events showed activities characterized by multi-sensory involvement, unambiguous feedback, and perceived opportunities for action facilitated the most flow; these included the Major/minor and Hide-a-note games as well as Keyboard playing.

#### References

- Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco: Jossey-Bass.
- Csikszentmihalyi, M. (1982). Learning, "flow," and happiness. In R. Gross [Ed.], *Invitation to lifelong learning* (pp. 166-187). Chicago: Follett.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper and Row.
- Csikszentmihalyi, M. (1993). *The evolving self*. New York: Harpers Collins Publishers.
- Csikszentmihalyi, M. (1997). *Finding flow*. New York: Basic Books.
- Csikszentmihalyi, M. and Csikszentmihalyi, I. S. (Eds.). (1988). *Optimal experience: Psychological studies of flow in consciousness*. New York: Cambridge University Press.
- Csikszentmihalyi, M. and Kubey, R. (1990). *Television and the quality of life: How viewing shapes everyday experience*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Csikszentmihalyi, M. and Larson, R. (1987). Validity and reliability of the experience-sampling method. *The Journal of Nervous and Mental Disease*, 175 (7), 526-536.

Csikszentmihalyi, M. and Rathunde, K., and Whalen, S. (1993) *Talented teenagers: The roots and of success and failure*. New York: Cambridge University Press.

Csikszentmihalyi, M. and Schiefele, U. (1992). Arts education, human development, and the quality of experience. In B. Reimer and R.A. Smith (Eds.), *The Arts, Education, and Aesthetic Knowing, Ninety-first Yearbook of the National Society for the Study of Education*, vol. 2 . Chicago: University of Chicago Press.

Custodero, L. A. (1997). *An observational study of flow experience in young children's music learning*. Unpublished doctoral dissertation, University of Southern California, Los Angeles.

Larson, R. & Delespaul, P. A. E. G. (1992). Analyzing Experience Sampling data: A guidebook for the perplexed. In M. W. deVries (Ed.), *The experience of psychopathology: Investigating mental disorders in their natural settings*, (pp. 58-78). Cambridge, UK: Cambridge University Press.



#### Catherine Mallet

Music Education, School of Music  
University of Nebraska  
120 Westbrook Music Building  
P.O.Box 880100  
Lincoln, NE 68588-0100  
Phone: (402) 472-2503  
Fax: (402) 472-8962  
E-mail: [cmallett@unlinfo.unl.edu](mailto:cmallett@unlinfo.unl.edu)

#### A MULTIPLE CASE STUDY OF EARLY CHILDHOOD MUSIC TEACHERS' PERCEPTIONS OF PARENTAL ATTITUDES TOWARD MUSIC INSTRUCTION FOR PRESCHOOL CHILDREN

This qualitative study describes and interprets the results of interviews of four Midwest early childhood music teachers regarding their perceptions of parental attitudes toward music instruction for preschool children. The purpose of the study was to discover if prevailing parental attitudes could be explored and categorized based on the descriptions given by the teachers. A multiple case study approach was chosen because I wanted to hear the various perspectives of the teachers who were purposefully chosen for this study. My role as the researcher was to allow the words of the teachers to be heard with as little intervention from me as possible. Data analysis and data gathering progressed simultaneously. Each teacher was interviewed once and field notes were taken. After transcribing the interviews, the data were coded and compared. Three primary categories emerged: The Non-Musical Parent, The Musical Parent, and The Experiential Parent. Based on these categories I concluded

*continued page 8*

that to what extent the parents agreed with the early childhood music paradigm may have been an indication of their willingness to enroll their preschool children in music instruction. The results also revealed considerations for early childhood music teachers and music education researchers regarding parental attitudes in relation to enhancing efforts of promoting the arts for the very young.



#### A SURVEY OF PARENTAL ATTITUDES TOWARD MUSICAL INSTRUCTION FOR PRESCHOOL CHILDREN

The purpose of this study was to construct and validate a survey that would measure to what degree parents' attitudes were generally positive or negative toward musical instruction for their preschool children. Seven preschool sites were selected based on the following criteria: (a) the preschool did not offer music instruction beyond simple songs and games taught at most preschools; (b) the staff had demonstrated a consistent commitment to professional development through participation in various early childhood organizations; and © the preschools represented various socioeconomic and ethnic groups evident in the community. Of a possible 270 surveys, 175 ( $N = 175$ ) were completed and returned by parents and/or caregivers of preschool children ages two through five. An overall return rate of 65% was achieved. The content of the survey was derived from an exploratory study of music teachers' perceptions of parental attitudes, existing literature and prevailing trends in early childhood music. Based on those sources, the survey items focused on four major areas: (a) process versus Product; (b) Nature versus Nurture; © Musical versus Non-Musical Benefits; and (d) Commitment. An exploratory factor analysis was used to determine the extent to which the survey measured the psychological construct of parental attitudes toward music instruction. Results indicated that survey items pertaining to musical/non-musical benefits and nature/nurture beliefs did measure the attitudes of parents. The reliability of the survey was estimated from the sample scores by computing the coefficient alpha. Based on this formula, the overall inter-item reliability of the survey was  $r = .88$ .

Contributions for the next  
**Early Childhood Music Newsletter**  
are due by Jan. 8, 1999, to  
**Joanne Rutkowski, editor**  
The Pennsylvania State University  
School of Music  
University Park, PA 16802-1901  
Email: [rvi@psu.edu](mailto:rvi@psu.edu)



## CALLS FOR PAPERS AND PROPOSALS

*Call for Papers for a Research Symposium to be held in Launceston, Tasmania (Australia) between February 4 and 7, 1999. The International Research Symposium is organised by the Second Asia-Pacific Symposium on Music Education Research & Faculty of Education, University of Tasmania, and supported by the Research Commission of the International Society for Music Education & Australian Association of Researchers in Music Education*

THE TITLE OF THE SYMPOSIUM IS:  
"CHILDREN & MUSIC: DEVELOPMENTAL PERSPECTIVES"

The symposium aims:

1. to identify national and international research priorities in the domain of music education;
2. to facilitate the establishment of international networks and collaborative research projects in music education;
3. to stimulate, guide, and encourage high quality research incorporating a variety of methodologies; and
4. to disseminate research findings internationally.

The symposium will consist of focused keynote presentation, formal paper readings and 'arm chair' discussion of emergent research themes (at the close of each day).

Invited keynote presenters will each address the conference theme of Children & Music: Developmental Perspectives, each from a differing perspective (ie biological, psychological, cultural, sociological). Keynote presenters include:

1. **Professor Wilfried Gruhn**, Chair of Music Education, Hochschule für Musik, University of Freiburg.
2. **Professor Harry Price**, University of Alabama (and Editor, Journal of Research in Music Education).
3. **Professor Robert Walker**, University of British Columbia (Canada).