



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

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Newsletter No. 27

February 1999

1998-2000

Early Childhood Music
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NOTES FROM THE CHAIRS:

Lori Custodero and Rachel Nardo

Every field of endeavor has peak moments of discovery and opportunity, when past knowledge converges with new needs, new insights, and new technologies to produce stunning advances (Shore, 1997, p. ix).

This eloquent statement refers to the current status of neuroscience. But its message clearly reflects the present state of early childhood music research, as well. It is apparent that the surrounding conditions of this *fin de millenium* are remarkably favorable for advancing new research in early childhood music education. In order to best capture and expand upon this opportunity, it is necessary to review the conditions of change.

As suggested in the opening quote, we know that the stunning growth in neuroscience is an important force. Brain research, and its relationship to intellectual and artistic development, has been at the forefront of the media and the public's interest for the last two decades. Contemporary studies continue to reveal the neurobiology of musical experience and the importance of early childhood musical experience on brain development (see extensive on-line abstracts in *MUSICA Notes* at <http://www.musica.uci.edu>). In fact, the impact of early musical training on spatial-temporal reasoning as suggested in the research of Rauscher and her colleagues (1996) has already influenced arts education policy and practice in several states.

The interest in intellectual development has moved forward with a merging of developmental and cognitive psychology (Gardner, 1985). To some extent, new educational theories, informed by Gardner's (1983) theory of multiple intelligences and Feldman's (1994) theory of non-universal development have converged with developmentally appropriate practice and new approaches, such as the work at Project Zero (Chen, Krechevsky, Viens, Isberg, 1998; Krechevsky, 1998). The child-centered, process-based *artistic* model of curriculum development at the Reggio Emilio schools has also influenced the early childhood community (NAEYC, 1990; Bredekamp, 1987; Katz & Chard, 1986; Katz, 1994). Additionally, the longitudinal research of Schweinhart, Barnes, and Weikart (1993) provides evidence for the importance of early childhood educational experiences. Musically, this has been addressed by Gordon's (1990) work on musical aptitude which has provided strong evidence for a "window of opportunity." Ongoing investigations support the idea that the potential for musicianship later in life can be dramatically improved through early experiences with music.

Taken as a whole, the propagation of new science and informed practice lends

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impressive import to the value of musical experience and instruction in early development, and to the need for continued research in early childhood music education. The next step is to *rethink* and *reform* our agenda. Obviously, this is no small task and will involve the work of many people over a period of time.

Building Our Community

In our July 1998 SRIG Newsletter article we summarized the research categories in SRME's Research Agenda for Music Education (1998; <http://www.menc.org/information/research/agenda.html>). We also called for member questions concerning our facilitative role in disseminating or advancing new research. Following that article, during an informal meeting of SRIG members attending the American Orff Schulwerk (AOSA) conference in Tampa, several important issues were brought forth and discussed. Of particular concern was the impending need to reshape the SRME research agenda in such a way as to be functional and developmentally appropriate for early childhood. Secondly, an issue was raised regarding the SRME question on valid forms of assessments in the arts. It was noted that the assessment needs of early childhood remain unaddressed in NAEP Report Card (1998). The members present also expressed their desire for increased communication among early childhood music researchers. This request, if acted upon, would promote a current and open forum for discussion of our research questions.

The meeting in Tampa reinforced the desire of the SRIG leadership to build and support a unified community of researchers in early childhood music. As a first step it was agreed that an informal listserv would be hosted through Lori Custodero's email at <custodero@aol.com>. This will begin in February 1999. (See the "Listserv Information" on page 14.) In this issue, several perspectives are offered on the early childhood research community meeting which took place this summer. (See pages 6 to 9.)

Agenda 2000

Thinking ahead—if it is true that the "peak moments of discovery and opportunity" in early childhood music research are upon us, then how shall we prepare for this year 2000 juncture? As a research community, what is our next step in shaping a new century agenda? The time has come to converge our past knowledge of musical development (Scott-Kassner, 1992; Zimmerman, 1995) with our new needs, new insights, and new technologies.

What do we most need to know about young children's music making? How can interdisciplinary research in ECE inform what we do? How is musical development related to emerging theories of general development? Is it necessary and important to cast a common research agenda for early childhood music? If so, what might be gained from this process? What is our understanding of ecologically valid and meaningful research

methodology? Are there reliable models for the continuum of practice-assessment-research-practice? These sweeping questions merely brush the surface of our concerns. Many more must be teased-out and the answers pursued. Meanwhile, it is our intent to facilitate the discussion in the best way possible, beginning with an invitation to join the listserv. Following this, our summer issue of this Newsletter will focus on concepts and materials unveiled in the newly published *Project Zero Frameworks for Early Childhood Education*.

In closing, we extend our sincere thanks to SRIG members who attended the meeting in Tampa. Your ideas were most informative: **Diane Persellin, Nancy Lineburgh, Rita Klinger, Barbara Isabel O'Hagin, Joyce Jordan, Beth Ellen Rosenbaum, Cathy Mallett, Barbara Lewis, Leda Stamou, and Danette Littleton.**

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DIVISION NEWS

NORTHEAST DIVISION

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

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Eizo Itoh from Tokyo, Japan, reports recently completing two books related to music and young children. She translates one title as Recommendation of Music. The other book, a textbook, is entitled Method Nova. For further information, contact her at 7-8-306, Sarugakucho, Shibuya-ku, Tokyo, #150, Japan; 03-3463-3508.

Eizo's news is the only response I received from the request for news that I mailed to all the members on the MENC list in the Northeast Division (if you did not get this mailing, please let me and MENC know!). If you're like me, you're probably too busy doing early childhood music and all the other stuff we have to do to report to anybody! Or, you feel like you don't currently have a paper, clinic presentation, book, great new wonderful discovery, etc.--to report. So how about sharing moments of unabashed delight in the work we do the kind of thing that might never make it into print anywhere else? Although not specifically about research, I am thinking this kind of collegial sharing can help us do our work better and maybe there actually is a research project in it somewhere!

The aspect I delight in over and over is working on several levels at once: child, parent, and teacher. What a joy and challenge it is to create environments that simultaneously generate the toddler's awe at musical

sounds, the parent's rediscovery of long-forgotten musical pleasures, and the teacher trainees' understanding of the nuances of the music and movement relationships involved. Whether teaching, researching, composing or writing, I am always somehow thinking and working on these three levels. What about you? Send me one or two of your favorite moments of delight for the next issue.

NORTH CENTRAL DIVISION

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

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The Ohio Music Education Association and North Central MENC Professional Conference was held February 4-6, 1999 in Cincinnati. Dr. John Feierabend presented three dynamic early childhood sessions: Endangered Musical Minds; First Steps in Music: Vocal Development in the Early Years; and conversational Solfege: An Aural Approach to Musical Literacy. Other attention to young children, particularly kindergarten, was given in a session by Dr. Rita Klinger from Cleveland State University and Dr. Linda Walker from Kent State University.

Klinger's session was an introduction to the Kodaly Approach while Walker focused on multicultural songs and games appropriate for the general music classroom. As an Industry Showcase, Kindermusik was the focus of two clinics conducted by Wendy Smith.

WESTERN DIVISION

(Arizona, California, Hawaii, Nevada, Utah)

Gwendolyn McGraw

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Greetings from Australia where two western division researchers presented research at the International Music Education Research Symposium/2nd Asia-Pacific Symposium on Music Education Research in Tasmania, Australia (February 4-7). The subject of the symposium was "Children and Music: Developmental Perspectives." Sandra Stauffer, Arizona State University, presented research which included children ages 6-8: "Social and Cultural Cues in the Compositions of Children and Adolescents."

Gwen McGraw presented results of a study which focused upon the use of vocal registers by 7-8 year old children. Among results of this study was documentation that children have formed singing habits related to "use" of the voice (re: vocal registers) by the age of eight.

Cecilia Riddell has received a grant from the Pasadena Conservatory to teach Music and Movement classes for preschoolers and their parents. Riddell is also serving as consultant to a company which is designed parenting kits for infants/toddlers and their parents.

The planning committee for the annual CMEA Early Childhood Conference (California), chaired by Barbara Cory, is finalizing plans for the 1999 one-day conference. Susan Kujawski, Arizona State University, will serve as keynote speaker. Susan will explore the many ways in which children's books can serve as a catalyst for music-making in early childhood. Her presentation, "Books That Sing and Dance and Play," promises to be both exciting and informative.

The national conference of the American Orff Schulwerk Association was the scene of a well attended presentation by a California music educator--Cindy Teresi of Sacramento, California. Cindy presented a popular session entitled "The Babies, the Laps, the Bounces." Working with 12 parents and babies from the Tampa, Florida area, Cindy presented techniques for teaching classes for babies and toddlers. An active question and answer session followed Cindy's session, which was attended by more than 100 persons.

In hopes that news from this division will be forthcoming soon, I am closing with my email address. Please keep me posted! agbmcgraw@aol.com

SOUTHWESTERN DIVISION

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

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The Texas Music Educators Association Clinic Convention took place in San Antonio February 3-6. It is a very large (12,000 participants) convention. Many educators from outside our division and state presented workshops. Here is some news from the southwest division people at the convention.

Diane Persellin is the current president of Texas Music Educators Conference. Thanks to Diane for keeping early childhood music education in the limelight. Wendy Price, elementary teacher from Ft. Worth presented a session "Hands On, Reach Across." She correlated music activities with the TAAS (classroom) objectives. John Flohr gave a workshop on Storytelling with Music.

Several presentators worked with improvisation because Texas has incorporated improvisation into the state guidelines. For example, Julie Scott taught participants how to teach children to improvise musically by moving, playing instruments, and singing.

Early Childhood and Brain Research sessions

Ann Burbridge and Carol Wheeler spoke about musical intelligence. Don Hodges & John Flohr with two psychologists, Dan Miller and Larry Parsons, spoke on "What's Going on in There? A Peek into Musicians' Brains." Dr. Hodges also gave a talk on "Does music really make you smarter?"

Research papers presented included:

Brittin, Elementary students' instrument choices: Effects of race and gender.

Cousins and Persellin, The effect of Curwen hand signs

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on vocal accuracy of young children.

Griffin, A content analysis of music research with preschool children and infants (1984-1998).

Jellison and Derbu. Teaching new songs.

Persellin, The effect of Orff-based music instruction on spatial task ability of young children.

NORTHWESTERN DIVISION

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

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Dr. Randall Moore, Professor of Music Education at the University of Oregon is currently working on research he did recently in England titled, "Young Children's Involvement in Singing Songs and Singing Games". His research is from observation of videotaped responses of *Infant School* children, and shows that 5-6-7 year olds tend to be more focused and involved in music when they are playing games with singing rather than singing without movements. Singing games allow young children more active participation than singing alone.

Betty Ellis from Anchorage reports that "there still are the increasing numbers we are seeing in our preschool multihandicapped classes that are part of the Anchorage School District here. We continue to burst at the seams. Does that mean that more people have discovered the services offered as a by-product of PL 94-142, or that the numbers of special needs children are increasing (due to any number of factors)? The good news is that all of these children ARE receiving music as part of their weekly education goals. The bad news is that training for music teachers continues to be a real challenge! This is not typical music education, nor is it typical preschool music. I see a hole in the field of music education for this area of music teaching. Very few of the experts really deal with these needs. Any thoughts? Any experts to recommend to us to bring in to help us with our vision?"

Betty's e-mail is: ellis_betty@msmail.asd.k12.ak.us

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CALLS FOR PAPERS AND PROPOSALS

Eleventh Annual Conference on
Ethnographic & Qualitative
Research in Education
June 12 and 13, 1999
at Teachers College, Columbia University
in New York City

The Eleventh Annual Conference on Ethnographic and Qualitative Research in Education will be held on Saturday and Sunday, June 12 and 13, 1999 at Teachers College, Columbia University in New York City. The purposes of the conference are (1) to disseminate findings from recent ethnographic and qualitative studies of education, and of relevance to formal and nonformal education, including studies of families and communities, communication and language; and (2) to explore issues in the conduct and use of ethnographic and qualitative research.

People interested in presenting a paper or symposium or in holding a poster session or workshop should submit four (4) copies of a proposal consisting of (a) a cover sheet, (b) a description of the session, and (c) two self-addressed, stamped envelopes. The proposals should not exceed these lengths: (1) paper proposal: two single-spaced pages, one side only; (2) poster session: two single-spaced pages, one side only; (3) symposium: six single-spaced pages, one side only; and (4) workshop: four single-spaced pages, one side only. All proposals are reviewed by committee. Proposals should be submitted so that the author's name appears ONLY on the cover sheet.

This year, we are especially seeking proposals in the areas of (a) reading, writing, & literacy; (b) language in education (including studies of second language learn-

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CONFERENCE REVIEWS

An exciting seminar for early childhood music educators and researchers occurred in July 1998 in South Africa. Wendy Sims provides a wonderful overview of this event. Her summary is followed by remarks from Carol Scott Kassner, who has been involved with ECME from its inception, and from Warren Henry, for whom the July 1998 seminar was his first experience with ECME. I hope you find their comments of interest.



"Respecting the Child in Early Music Learning" 8th International Seminar Early Childhood Commission of the International Society for Music Education

by Wendy Sims

Professor and Director of Music Education
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Member, Board of Directors, International Society for Music Education

In July of 1998, about 80 music educators from 19 countries on 6 continents gathered at the University of Stellenbosch, near Cape Town, South Africa, for the International Society for Music Education Early Childhood Commissions eighth seminar. Sheila Woodward, Commission Chair, organized this very successful seminar, entitled "Respecting the Child in Early Music Learning." Twenty-one papers and eight posters were presented. There was an afternoon of workshop sessions, as well as concerts, sharing of children's songs from participants' countries, sight-seeing, and exhibits.

Papers covered a wide range of issues and topics, as the conference theme was examined from a variety of perspectives. Reports dealt with a breadth of ages represented by the designation "early childhood," from infants through 8-year-olds, as well as with the education of their teachers, in settings ranging from classroom to home to community. Research represented both qualitative and quantitative methodologies.

One set of studies examined specific characteristics of children's musical responses in the areas of singing, listening, and rhythm. Lily Chen-Hafteck (Hong Kong) reported on the evaluation of young children's singing pitch. She found that both teacher and computer-based evaluations each made different but valuable contributions to our understanding of children's pitch development. Her analysis pointed out differences in singing characteristics related to native language, which is consistent with her previous research in this area.

In another study of pitch matching focussed on infants 2-7 months of age, Yoko Minami and Hiromi Nito (Japan) found that each of the 33 infants with whom they worked responded to the experimenter's pitch stimulus, with 90% matching 2 or 3 of the 3 pitches presented. They found that each infant used a range of only about a third, falling within the pitches D to A, and that "pitch-matching is strongly related with infants well-pitched vocal range."

Nicholas Brannin (England) took a more philosophical approach to the process of singing. He is working on a model to describe and explain the acquisition of the singing voice, from infant through adult. Brannin calls this an "evolutionary theory of vocal development," which he says "will argue that singing arises instinctively as the mechanism by which the young human makes sense of the environment, and remains disposed to lifelong cultivation so long as access is maintained to the child within."

The study I presented examined the length of time preschoolers chose to listen to recorded examples. Results were consistent with my previous research, in that "there were large differences among different children's total listening times, yet individual children tended to be remarkably consistent within their own approach to listening to the pieces." Implications for listening activities in the classroom and home, as well as for future research, were discussed.

John Flohr (USA), along with colleagues Louie Suthers (Australia) and Sheila Woodward (South Africa), reported on a cross-cultural study using Flohr's Rhythmic Performance Test (RPT). Children aged 3-8 years responded to the beat of a musical example, performing at varying tempi, through patting, clapping, walking, marching, and playing sticks. There were differences among countries and between boys and girls, but the reasons for these results were not clear at this point.

The overall musicianship of young children was the topic of several studies. Heather McLaughlin (Australia) provided many examples of high levels of musical responses found in children raised in rich musical environments. Maria de Leon Arcila (Mexico) described successes with a music program designed to begin with pregnant women and continue with classes for the children with their parents. Danette Littleton (USA) examined the development of reciprocity in the culture of mother-infant musical play, while June Boyce-Tillman (England) approached enculturation by advocating a model in which children "learn a particular tradition

with which they can identify" while teachers explore "how this may be taught with an awareness for other traditions."

Three presenters focussed on the ideas of important educators/theorists and their applications to music for young children. Berit Udden (Sweden) described the theories of Friedrich Froebel and his methods "designed to make children aware of themselves and of life." According to Katharine Smithrim (Canada), music in the Waldorf Kindergarten (based on the ideas of Rudolf Steiner) is approached very differently from "common musical practice with young children." As she explained, "two aspects . . . represent a radical departure from what we have come to know of children's musical development through research and experience: de-emphasis of the steady beat or pulse of music and avoidance of the tonic modality." Lori Custodero (USA) applied Mihaly Csikszentmihalyi's model of flow to children engaged in music classes. She concluded that "the most flow existed in the longest (7 minute) activities, the moderately familiar activities (2-4 weeks), the one-on-one social context, and the student keyboard location" and that ". . . activities characterized by multisensory involvement, unambiguous feedback, and perceived opportunities for action generated the most flow."

Methods, programs, and concerns about preparing teachers to work with young children were addressed by several presenters. Jae-Shin Ahn (Korea) expressed concern with "present day Korean music education's over-emphasis on Western music," and explained methods for kindergarten teachers to expose children to traditional music through movement and instrument playing. Methods to prepare music teachers to teach "well-balanced and respectful" music lessons for young children and their parents were demonstrated by Magre van Gestel and Marjanka van Maurik (The Netherlands). Warren Henry (USA) urged university teacher education programs to include early childhood music education in their curricula, with the "goal of establishing better communication and a stronger partnership between music education and early childhood education," while Carol Scott-Kassner (USA) recommended sets of specific content and key experiences for training both early childhood educators and music educators to use music with young children. Field service experiences for early childhood majors were discussed by Dianne Cummings Persellin (USA). She found that leading music activities at a children's shelter was a particularly positive and meaningful experience for the preservice teachers.

The workshop sessions, attended both by the Seminar participants as well as local school music teachers, and

the eight posters displayed for the duration of the seminar, complemented the paper presentations.

Workshops addressed a research-based model for developing the singing voice (Joanne Rutkowski, USA), and the use of music for children from birth to four years as a means to stimulate development of the whole child (Rita Rikhof and Marijke Albers, The Netherlands). Cross-cultural approaches were explored by Pedro Espi-Sanchis (Spain/France/South Africa), who demonstrated the use of African story-telling as a teaching method, and Stuart Manins (New Zealand), who demonstrated the use of stories he has written to teach young children from both New Zealand and Maori traditions to "sing in tune and in time." Posters followed the general pattern of the papers, with topics related to aspects of children's musical development: listening (Gudrun Schmidt-Karner & Claudia Sieleimann, Germany), the ability to detect and label aspects of pitch (Eugenia Costa-Giomi, Canada), the development of musical symbolization (Joyce Eastland Gromko, USA), the use of graphics in ear training (Valeri Brainin, Germany), and the development of musical competence (Sven-Erik Holgersen, Denmark); as well as three posters related to teaching methodology and teacher training (Bronwyn Evans, South Africa; Ilza Zenker Leme Joly and Liubov Dodonova, Brazil; Soili Perkio, Finland).

The overall theme of the seminar, "respecting the child" was evident throughout the week. Adults in the lives of children must respect the individuality of each child's musical experiences and responses, must be careful not to underestimate the active way in which a child participates in his or her own musical learning and development, and must be well prepared to facilitate children's active involvement in music in developmentally appropriate ways based on the profession's best research and practice. The seminar provided a stimulating week of study, reflection, sharing, and fellowship. The next seminar will be held at Queens University in Kingston, Ontario, Canada, July 10-14, 2000, the week immediately prior to the 2000 ISME World Conference in Edmonton, Canada.

The call for papers is available on the Early Childhood Commission page of the ISME web site at www.isme.org and is also included in this newsletter. The Early Childhood Commission welcomes attendees who are not presenters: Contact information is also available on the web.

NOTE: Some of this material appeared previously in Early Childhood Connections, Journal of Music- and Movement-Based Learning, Volume 4, Number 4, Fall 1998.

Reflections on the growth of the ECME seminar
by Dr. Carol Scott-Kassner

It is exciting to reflect back over the entire history of the ISME early childhood seminars and to see the growth of our work. When Katalin Forrai of Hungary; Olive McMahon of Australia;

Reiko Hata of Japan; Natalia Vetlugina of USSR; and I collaborated in 1980 to establish this commission, we knew that the field of music in early childhood deserved a level of attention it had not yet had. Our vision was to challenge people from throughout the world to conduct effective research that could inform our practices in music with young children as well as to provide a forum for sharing that work.

The ECME seminar held in South Africa in 1998 was of a size and scope beyond what we imagined in the early years, yet it represents a logical "next step" in the evolution of the commission's work. A strength of the seminar was that it included a number of scholars from various regions of the world who had never presented at ECME before. There was a variety of types of research: cross-cultural, historical, qualitative, archeological, and quantitative that proved informative. Happily, there were a number of studies that were solidly based in the theoretical literature and there were a number of researchers present who have conducted a series of studies exploring important theoretical questions. It is my hope that future organizers of ECME seminars will encourage that level of work and thought.

The original intent of the "founding mothers" was to have these seminars be a forum for research. Over the years, people who are not conducting research have been invited to share models of practice. I find this to be a double-edged sword as most models seem to be chosen based on geography rather than quality. Once again the models that were presented varied in strength. Though it is enlightening to see the variety of ways people throughout the world work with young children, it is my hope that future seminars will provide a context for discussing models of practice in an open forum. I believe that helps us all to become more effective.

The presence of a number of teachers from South Africa who came as observers added deeply to the richness of the seminar. A highlight for me was the wonderful evening of music performed by children's

groups from throughout the region. The diversity of styles and performers was breathtaking. Clearly there are many wonderful things occurring musically in schools in this region of the world. Sheila Woodward and her organizing committee are to be commended for their work. We left with a strong sense of the culture, geography, and musical practices of the region - and memories that will last a lifetime.



Respecting the Child in Early Music Learning: Perspectives from a "Newcomer"

by Warren Henry

Stellenbosch, South Africa provided the perfect setting for the 1998 ISME Early Childhood Commission. As a new member to the ISME community, I did not really know what to expect from the Commission Conference. What I found was a community of scholars, all of whom shared an equal commitment to early childhood education. The combination of interesting presentations, informal discussions, concerts, and "road trips" created an atmosphere unlike any other conference I have attended.

The presentations at this conference included a variety of topics, including research studies, literature reviews, position papers, and workshops. Each session included a time for questions, which generated friendly debate and usually inspired ideas for future research. In addition to the presentations, the conference offered opportunities for a trip to Cape Town, a winery tour, and a safari. These trips were great fun and gave the conference participants an opportunity to not only experience South African culture, but also to develop lasting friendships. One participant even formed a close relationship with a baboon (details to be revealed at the 2000 conference!). Credit must be given to Sheila Woodward for putting together a terrific week. In addition to organizing the presentations and day trips, Sheila organized the memorable "Concert of a Thousand Children," which showcased various groups from Stellenbosch and Cape Town. That evening once again proved that music is a powerful and uniting force, one that carries no ethnic or social boundaries. I am pleased that I had the opportunity to attend the 1998 ISME Commission Conference. If you enjoy scholarship, learning, experiencing world cultures, and developing new friendships, then ISME is for you! Come find out for yourself at the Canada 2000 conference!

THE FOLLOWING ARE NAMES, ADDRESSES AND E-MAIL ADDRESSES
OF THE PERSONS WHO PRESENTED AT ECME.

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Ilza Zenker Leme Joly

Rua Padre Teixeira 897
13561-050 - São Carlos / SP / Brazil
e-mail: zenker@power.ufscar.br

CALLS continued

ing in education settings, bilingual education); (c) studies focusing on social, cultural and political issues in education (including studies of gender, class, and race in education); (d) studies concerned with teacher education and professional development; and (e) studies of teaching and curriculum in urban settings. Ethnographic and qualitative studies on other topics related to education are also welcome. We welcome proposals from teacher researchers.

ALL PROPOSALS MUST BE RECEIVED BY MARCH 17, 1999.

All people participating in the presentation of a paper, symposium, poster session, or workshop must register for the conference. For further information contact:

Marjorie Siegel

Teachers College, Columbia University
Box 31, 525 W. 120th St.
New York, NY 10027
Telephone: (212) 678-3401
e-mail: siegel@exchange.tc.columbia.edu
e-mail Dawn Horton: dmh52@columbia.edu



EARLY NOTES: THE SOUND OF CHILDREN LEARNING

Texaco Foundation Music Education
RFP, 2000 Westchester Avenue
White Plains, NY 10650
914-253-7767

The Texaco Foundation announces a Request for Proposals. With assistance from the Eastman School of Music, proposals will be assessed according to the following criteria:

1. School-based music programs that incorporate music across the curriculum and focus on Pre-K through grade 2
2. Partnerships with university schools of music or professional arts organizations.
3. A significant research or evaluation process for tracking child development through music education.
4. Preference given to applications in key Texaco communities.

Grants will average \$1000,000 and will payable over 3 years. RFP Publication available on-line at www.texaco.com

continued next page

Division News from page 5

The Northwest is very happy to welcome back Dr. Carol Scott-Kassner! She is living in the Seattle, WA area, is happy to be back in the Northwest near her family and friends. Carol is currently doing some interesting early childhood work abroad. "I'm working on a number of initiatives right now - most out of early childhood. I did just travel to Jordan, however, to serve as one of two external advisors [Ana Lucia Frega from Argentina - immediate past president of ISME was the other] on a UNESCO sponsored project to help people from throughout the Arab world begin to conceive of and implement a training program for teachers to work with music with children in nursery and kindergarten programs.

This would be a first anywhere in the Middle East as there is no universal music education at any level or part of schooling. The students who receive formal music instruction are generally sent to conservatories and they usually come from highly educated parents. People were delightful and very open to possibilities although they face an uphill battle. There are no collections of traditional children's songs or chants. Each country differs in their use of Arabic and there are different levels of speech from the everyday discourse to the classical Arabic.

This influences the songs. Their traditional music is very complex and not necessarily appropriate vocally for little ones. I consulted for three days at meetings attended by teachers from Palestine, Jordan, Lebanon, Syria, Egypt, Bahrain, United Arab Emirates".

Carol's new address is:

Dr. Carol Scott-Kassner
23105 Marine View Dr. S.
Des Moines, WA 98198
Phone/Fax (206) 870-3809
e-mail: kassner@earthlink.net

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

CALLS continued

CONTEMPORARY ISSUES IN EARLY CHILDHOOD

Contemporary Issues in Early Childhood is a new online fully-refereed international journal. It will provide a forum for researchers and professionals who are exploring new and alternative perspectives in their work with young children (from birth to eight years of age) and their families. The journal will present opportunities for scholars to highlight the ways in which the boundaries of early childhood studies and practice are expanding, and for readers to participate in the discussion of emerging issues, contradictions and possibilities.

Contemporary Issues in Early Childhood will incorporate interdisciplinary, cutting edge work which may include for example, the following areas: poststructuralist, postmodern and postcolonial approaches, queer theory, sociology of childhood, alternative viewpoints of child development, and deal with issues such as language and identities, the discourse of difference, new information technologies, stories and voices, curriculum, culture and pedagogy, or any combination of such ideas.

The Editors will encourage submission of a variety of high quality manuscripts including:

- reports of research from a variety of paradigms
- articles about research, literature reviews and theoretical discussions
- book reviews
- colloquia and responses/ critiques
- invited commentaries

READERSHIP

The primary audience for *Contemporary Issues in Early Childhood* will be early childhood students (graduate and undergraduate) and educators as well as those involved in associated family and community services. The multi-disciplinary focus will ensure that the journal is relevant to professionals from a wide variety of inter-related disciplines that consider issues related to the lives of young children. For example, these may include social workers, allied health professionals and policy-makers as well as professionals who conduct research into the social contexts of education, literacy and numeracy, the new information technologies, the sciences and the arts. Additionally, it will have a broad appeal to teachers and researchers interested in specific aspects and applications of curriculum and social issues related to young children.

The Editors will ensure that the composition of the Editorial Board/ review panel, and the content of the Journal represents groups from a wide variety of cultures and backgrounds and from different parts of the world.

CALL FOR PAPERS

Papers are invited from all research paradigms but in particular those that may challenge current theory and practice. Con-

tributions are welcome from early childhood educators/ workers, professionals and researchers who wish to publish work that moves beyond conventional approaches to early childhood studies. Please send submissions by email attachment or on disk to:

Dr. Nicola J. Yelland & Dr. Susan J. Grieshaber

School of Early Childhood
Queensland University of Technology
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Queensland 4059 Australia
e-mail: n.yelland@qut.edu.au; s.grieshaber@qut.edu.au
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FREE SUBSCRIPTIONS

Contemporary Issues in Early Childhood is a free online journal published three times a year in March, June and October, those three issues constituting one volume. Volume 1, Number 1, March 1999. ISSN 1463-9491

You can register at the website: <http://www.triangle.co.uk/ciec>

CALLS continued

**2000 CONFERENCE:
MUSIC WITHIN EVERY CHILD
Queen's University
Kingston, Ontario CANADA
10-14 July 2000**

The aim of this conference is to share and disseminate the newest ideas regarding research and pedagogical practices in early childhood music education. The Commission invites the submission of papers related to the following topics:

- research related to musical characteristics, musical responses or musical development of the young child;
- research and/or models related to the training of early childhood music educators; and
- models of exemplary pedagogical practice or research methods with young children.

Papers will be selected by the Commission based on quality, relevance to the Conference topics, and geographical representation. Finances permitting, one author of each accepted paper will be the guest of the Commission (room, board and registration fee provided – we cannot provide transportation). If a multiple-author paper is selected, only one author may be invited as a guest of the Commission. Places will also be made available for people who wish to attend the Conference and are not making presentations. For information about application:

Dr. Katherine Smithrim
Queen's University
Kingston, Ontario K7L3N6, Canada
Email: smithrik@educ.queensu.ca
Phone: 613/533-6000 ext. 7762
FAX: 613/353-9913

Papers may also be submitted for presentation in a Commission Session at the 2000 World Conference in Edmonton, Alberta, Canada. Please indicate according to item 3 below.

Guidelines for submitting papers:

1. Papers are not to exceed 2000 words in length.
2. Papers and abstracts must be typewritten, double-spaced, and may be duplicated 2-sided.
3. The top of the first page shall include the name, position and complete address, including telephone and FAX no. and Email address of the person(s) submitting the paper plus ONE of the following statements indicating choice of presentation:
 - This paper is submitted for consideration for the Conference 'Music Within Every Child', Kingston, Canada, 10-14 July, 2000.

- This paper is submitted for consideration for the Early Childhood Music Education Session at the World Conference in Edmonton, Canada, 17-22 July 2000.
 - This paper is submitted for BOTH the Conference 'Music Within Every Child', Kingston, Canada, 10-14 July 2000 and the Early Childhood Music Education Session at the 2000 World Conference in Edmonton, Canada, 17-22 July 2000.
4. The presenter's name must appear at the top right corner of each page in the paper.
 5. Six (6) copies of the full text in English must be submitted in hard copy. At the same time, the text in MS Word format must be sent via Email to the Chair, mlvr@oregon.uoregon.edu.
 6. Six (6) copies of the abstract of the paper in English, not to exceed 200 words, must also be submitted in hard copy. The author may include a copy of the abstract in another language, in addition to the English one, if he or she wishes. The text of the abstract text in MS Word format must also be sent with the full text of the paper via Email to the Chair.
 7. If a video of more than 5 minutes is to be used, one copy of the video recording in VHS format must be included with the submission. If a video of 5 minutes or less is to be used, a description of the video should be included.
 8. This paper must not have been submitted or published elsewhere.
 9. It is a condition of acceptance of a paper that the author will present the paper in person and that he/she will attend the entire Conference.
 10. It is also a condition of acceptance that the copyright is vested in the International Society for Music Education.
 11. Everyone attending the ISME Conference must be a member of ISME (membership information is available upon request).
 12. Presentation of the paper will be in English unless the Presenter makes prior arrangements well in advance (six months) with the Commission to present it in another native language with the assistance of an interpreter.
 13. Papers must be postmarked AIRMAIL no later than 15 September 1999. Nonadherence to these guidelines will result in the paper not being considered by the Commission.

Mary Lou Van Rysselberghe
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AMERICAN ORFF-SCHULWERK ASSOCIATION NATIONAL CONFERENCE

Phoenix, Arizona

November 3-7, 1999

The American Orff-Schulwerk Association will sponsor a research poster session at its 1999 national conference in Phoenix, Arizona, November 3-7, 1999. Research reports dealing with any aspect of music learning through movement, speech, playing instruments, singing, improvisation, or composition in general music or music therapy settings are particularly appropriate.

A poster presentation format will be used. The author(s) of each paper accepted must be present at the poster session to discuss the research project with interested music educators. The author(s) must also furnish 100 copies of a report abstract or a summary of two pages or less, as well as 10 copies of the completed report.

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

1. Submit five copies of the completed study of no more than 20 pages and five copies of a 250-word abstract to:

Maribeth Yoder-White

University of North Carolina at Greensboro
School of Music
PO Box 26167
Greensboro, NC 27402-6167

2. Include both a self-addressed, stamped, letter-size envelope and a self-addressed, stamped postcard with each submission.
3. The author's name, institutional affiliation, and address should appear only on a separate cover page.
4. Papers submitted for the conference must comply with the "Code of Ethics" published in each issue of the *Journal of Research in Music Education*.
5. Submissions must be postmarked by May 15, 1999.
6. A qualified panel of reviewers will read the reports submitted. Notification letters will be mailed by July 1, 1999. Abstracts and reports will not be returned.

PMEA BULLETIN OF RESEARCH IN MUSIC EDUCATION

The PME A Research Committee announces a call for papers for the Fall 2000 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, 1999 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

(814) 863-0419

(814) 865-7140 Fax

e-mail: rvi@psu.edu



2000 PME A CONFERENCE

The PME A Research Committee announces a call for papers for the 2000 PME A State Conference to be held in Pittsburgh, PA, April 13-15, 2000. 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 PME A 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.

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RECENT DISSERTATIONS

Chen, Cheng-Ying (1998). An investigation of kindergarten children's initial keyboard learning process and the relationship of that process to developmental music aptitudes, singing performance, and type of instruction. Ph.D., Temple University

Custodero, Lori Alemida (1997). An observational study of flow experience in young children's music learning. DMA, University of Southern California

Kim, Jin Young (1998). Effects of word type, context, and vocal assistance on children's pitch-matching abilities: An early childhood educator's view. Ed.D., Columbia University Teachers College

REQUEST FOR ASSISTANCE

RECOMMENDATIONS FOR PRESCHOOL QUALITY MUSIC

John Flohr is collecting recommendations for preschool quality music. As you probably know many agencies including the state governments of certain states are supporting music for early childhood listening. Over a year ago he began collecting titles.

The following music has been recommended by SRIG members and other early childhood music educators as of 2/1/99. Please send your comments and/or recommendation to John (address information in Division News).

responses are in alphabetical order

CLASSICAL

- * Albinoni: Concert a cinque Bb major. Allegro Moderato
- * Bach: solo guitar
- * Beethoven: Symphony No. 6
- * Brahms: Symphony No. 4. 1st mvt.
- * Bobby McFerrin and Yo-Yo Ma:
"Grace" or "Hoedown! "
- * Copland: section of Applachain Spring
- * Gabrieli: brass quintet example e.g., Canzona V
- * Galway and the Chieftains: (RCA 5798-2-RC)
- * Garcia Morillo: Animals Going Out The Noe's Boat
(this is named originally in Spanish as he is an Argentinian composer)
- * Ginastera: Malambo

- * Grofe: Grand Caynon
- * Handel: Water Music
- * Handel: Messiah, Overture
- * Handel: Let the Bright Seraphim -trumpet and soprano
- * Haydn: Symphony No. 94 (Surprise), 1st mvt.
- * Ives: Second Symphony, Choral
- * Junda, M.E.: children's choir of traditional children's songs,"Singing with the Treblemakers"
- * Kabalevsky: Comedians
- * Mannheim Steamroller: "Wolfgang Amadeus Penguin,"SAVING THE WILDLIFE"
- * Mozart: Allegro con Spirito from Sonata in D major, K. 448, movt. I
- * Mozart: Eine Kleine Nachtmusik
- * Orff: Carmina Burana, O Fortuna
- * Quantz: Flute concerto in G major, Allegro
- * Saint Saens: Carnival of the Animals
- * Smetana: Moldeau
- * Stravinsky: Petroushka
- * Tchaikovsky: Nutcracker
- * Villa-Lobo: Amazoni
- * Vivaldi: Any part of the Four Seasons.
- * Vivaldi: Concerto for Two Trumpets, 1st mvt.

JAZZ

- * Armstrong: When the Saints, Indiana
- * Brown, Clifford: Joy Spring
- * Davis, Miles: So What
- * Smith, Bessie

WORLD MUSIC: (see MENC's newer 2 CD set of world music)

ANNOUNCEMENTS

EARLY CHILDHOOD MUSIC RESEARCH LISTSERV

As the 21st century speeds into the present, many of us continue to work in small, isolated communities wherein reports of research flow at a snail's pace. But we know it doesn't have to be this way. The Internet has transformed our access to information and our ability to electronically communicate. In all our varying modes of thought and complicated practices, we now have the capability to become a small global village of researchers—thanks to email and listservs. Therefore, to further our mission to exchange salient information, this SRIG leadership will begin an early childhood music research listserv beginning February 1999. Interested parties may subscribe, post, and unsubscribe by sending their requests to <custodero@aol.com>. All posted discussions and materials will be forwarded to the membership list.

continued next page

ANNOUNCEMENTS *continued*

Cognitive Processes of Children Engaged in Musical Activity
University of Illinois at Urbana-Champaign
June 3-5, 1999

This is a conference honoring the contributions of Marilyn Pflederer Zimmerman to music education research and will feature Howard Gardner, Jeanne Bamberger, David Hargreaves, Francis Rauscher, and Daniel Walsh as speakers. Further information may be obtained by contacting:

Jason Meltzer, Conference Coordinator
Cognition and Music Conference
Council for Research in Music Education
1114 W. Nevada Street
Urbana, IL 61801
(217) 333-1027
FAX: (217) 244-4585
e-mail: ppost@uiuc.edu

The Mountain Lake Colloquium for General Music Methods Teachers
Mountain Lake, Virginia
May 22-26, 1999

Special guest will be Maxine Green, Professor Emeritus at Teachers College, Columbia University and the founder of the Center for Social Imagination. This event is co-sponsored by Middle Tennessee State University, Indiana University, and MENC. For reservations, call the Mountain Lake Resort at 1-800-346-3334. For further information, contact:

Nancy Boone
Music Department
Middle Tennessee State University
Murfreesboro, TN 37132
(615) 898-2469

ISME: Early Childhood Commission

The intent of this commission is to further the quality of research and scholarship in the field of early childhood music education and, through that, to stimulate thought and the practice of music in early childhood throughout

the world. our meeting every two years provides the setting in which we seek to bring together music educators from around the world to learn about and to share the newest ideas regarding research and pedagogical practices in early childhood music education. Their personal theories about the nature of music, the responsiveness of children, and what constitutes effective practice in bringing the two together interest other practitioners. The commission offers a cultural framework through which ideas are shared. Look for information about the meeting in July 2000 in the "Call for papers and proposals" section of this Newsletter.

For further information contact:

Mary Lou Van Rysselberghe
School of Music
1225 University of Oregon
Eugene, OR 97403-1225
USA
e-mail: mlvr@OREGON.UOREGON.EDU

CALLS *continued*

All submissions must be postmarked by October 15, 1999 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, 1999. Submissions not adhering to these guidelines will be automatically rejected.

Dr. Joanne Rutkowski, Chair
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Contributions for the next
Early Childhood Music Newsletter

are due by June 14 to

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