

THE EARLY CHILDHOOD MUSIC SRIG
in collaboration with
THE MUSIC EDUCATION RESEARCH COUNCIL, MENC

#3
1981

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The Ohio State University, Columbus, OH
Mary R. Tolbert, National Chair

NEWSLETTER, No. 3
September, 1981

The purpose of NEWSLETTER No. 3 is to bring to our wide spread membership a report of the sessions held during the MENC Minneapolis Conference, April 22-25, 1981. It will serve as a reminder to those who met with us there, and it will inform the others who, although unable to attend the Minneapolis meetings, have asked to participate actively in one of the SRIG Task Groups.

The NEWSLETTER will also be sent to the persons who have requested that their names be on our mailing list. Numerous inquiries about research in Early Childhood Music have been received. Because the mailing list has grown extensively during the past year, it may become necessary to ask for a small fee to cover the increasing costs of postage and other expenses of communications. If you wish to receive future mailings, please return the form at the end of this NEWSLETTER to certify your current address and continued interest.

DIVISIONAL LEADERS

Our SRIG membership extends through all MENC Division and Canada. Divisional chairs have been appointed for 1980-82 as follows:

Eastern: Shirley Shelley, University of Maryland, College Park, MD. 20742

Southern: Gene Simons, University of Georgia, Athens, GA 30602

North Central: Dorothy McDonald, University of Iowa, IA. 52242

South Western: John W. Flohr, Texas Woman's University, Denton, TEX. 76201

Western: Glenn Fifield, Utah State University, Logan UT. 84322

Northwestern: Open at this time. Recommendations are requested.

Duties of the Divisional Chair are listed by MERC:

- #1. Recruit SRIG members from persons who do not attend national meetings.
- #2. Inform divisional and state research chairs of SRIG's existence and plan SRIG participation in research activities when appropriate.
- #3. Respond to inquiries about the SRIG.

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EARLY CHILDHOOD MUSIC SRIG
DEVELOPMENTS, 1980-81

The mission statement for the ECM--SRIG was presented by Mary Tolbert, National Chair, at the 1980 Miami Conference. This initial statement will be revised in accordance with the continuing development of this SRIG. At the Miami organizing sessions, thirty MENC members indicated the desire to be involved actively in studies that were proposed, and fifteen additional members indicated an interest in receiving a newsletter, research reports, and other SRIG communications. During the past year these numbers have increased. We welcome the new members who have joined the task groups since that time and encourage others to become an active participant in our studies.

Five task groups were organized by mailings during 1980-81 prior to the Minneapolis conference. These tasks reflect some of the major concerns identified in previous research conferences. Leaders were appointed and SRIG members were given the choice of groups in which to participate. Task group leaders, through correspondence; made plans with group members for the organizing session in Minneapolis. Others attending this session for the first time were also given an opportunity to choose one of the task groups.

THE ORGANIZATION MEETING, MINNEAPOLIS
Wednesday, April 22, 1981

Only one hour allotted in the MENC program for organization meetings of each SRIG was insufficient time for our five task groups to convene, adopt new members, and make adequate plans for action during the coming year through correspondence. The meeting was planned to utilize the limited time as constructively as possible to enable the Task Groups to proceed with planned activity until we meet in San Antonio, in 1982.

The Research Conference scheduled for work sessions of the Task Groups to meet at The Ohio State University on August 22-24, 1981, was postponed to permit SRIG members to participate in the workshop for Early Childhood Music, also scheduled in August at The University of Pennsylvania as a follow-up of the Ann Arbor Symposium. SRIG members requested that a full day of work sessions be scheduled on the day preceding the MENC Conference on March 8 or 9, 1982, at San Antonio. This request has been submitted to the MENC National President and to the MENC Chair.

Mary Tolbert spoke of the mission of the Early Childhood SRIG and the formation of the Task Groups following the Miami Conference last year. She introduced the Task Groups leaders who presented a brief description of the objectives of each Task Group. Participants then regrouped into five Task Group meetings with a reporter assigned to submit an account of each session for this NEWSLETTER to SRIG members unable to attend. The following reports provide that information.

Task Group I: Needs Assessment Study, Music in Kindergartens

Dr. Gene M. Simons, Leader
Dept. of Music
University of Georgia, Athens, GA 30602

Present were:

Maria Runfola, SUNY, Buffalo, NY
Beatrice Mansino, Michigan State
Jere Forsythe, Ohio State
Gene Simons, University of Georgia
(Harriet Hair, University of Georgia, met with Marilyn Zimmerman's group,
partially in order to serve as liaison between the two groups.)

The group agreed on the importance of proceeding with a needs assessment study of music in kindergartens. It was further agreed that Phase I should be a descriptive study, intended to obtain objective and extensive information concerning teacher conditions and teaching resources. More specifically, these data would pertain to such matters as teachers' attitudes toward music teaching, curriculum guides, and music teaching equipment and facilities. (See the Simons "Needs Assessment Outline," April, 1980 for further details.)

It was suggested that each task group member send questionnaires to several kindergartens in one or more states, then the responses be combined for tabulation and interpretation. Possible methods of funding this phase were discussed and will continue to be pursued, probably through M. Tolbert who is seeking funds for the full SRIG. Initial mailing costs may be covered by individual researchers or schools.

In a brief subsequent meeting the following day (Fri.) the task group agreed upon the following initial procedures for Phase I of the study:

1. The Survey Instrument
 - a. A questionnaire will be developed
 1. Questionnaire employed by Dorothy McDonald will be used as a starting point.
 2. Each task group member will then submit additional questions to compile a question pool.
 3. The task group chairman will select and arrange questions to form the first draft of the questionnaire.
 4. Each task group member will edit the first draft.
 - b. The edited first draft of the questionnaire will then be pilot tested and revised according to need.
 - c. Each task group member then will be responsible for all aspects of collecting and tabulating data (through the questionnaire) from the participating schools in their area.
2. The Sample
 - a. Only public supported K's will be surveyed.
 - b. Each task group member will survey at least 30 K's in each state, including 10 from urban areas, 10 from suburban areas, and 10 from rural areas.
 - c. This process will be duplicated in approximately ten states, providing an N of about 300 K's from diverse geographical areas and school conditions. A tentative list of states in which data will be collected includes:
 - New York, Connecticut, Colorado, Oklahoma--by Runfola
 - Michigan, Texas, West Virginia--by Mansino
 - Georgia, Florida--by Simons
 - South Carolina--by Hair

Task Group I (continued)

3. Task Group I members will cooperate in interpreting and reporting the findings.

Phase II of the Needs Assessment is planned to measure pupil achievement in music which will allow comparisons of pupil achievement with teacher conditions and teaching resources as determined in Phase I of the study. Phase I will also indicate the K's in which pupil achievement studies will be conducted.

Task Group II: Teacher Education for Early Childhood Music

Dr. Dorothy McDonald, Leader
2097 Music Bldg., University of Iowa
Iowa City, IA 52242

Report by:

Jonny Ramsey, Recorder
State College, PA. 16801

Task Group II of the Early Childhood SRIG met at 8:30 a.m. on Thursday, April 23, 1981 in the East Room of the Curtis Hotel in Minneapolis. Seven members attended: Dr. Dorothy McDonald, Chairman, Barbara Alvarez, Carmen DeYoe, Mary Lou Romanek, Jonny Ramsey, Bernard Busse and Jean Wilson.

After group discussion, the Task Group members decided to utilize a teacher questionnaire suggested by Dr. McDonald to survey the music needs of preschool teachers throughout the nation. The following steps were outlined:

- (1) D. McDonald will send a copy of the questionnaire to each Task Group member for their evaluative comments.
- (2) The Task Group members will send Dr. McDonald the names of states in which each will distribute the questionnaires to Headstart and/or other preschool programs. Each member will research possible sources of funding to cover postage and printing. Each member will notify Dr. McDonald if he/she needs a master copy or multiple copies of the questionnaire.
- (3) Possible state distribution of Task Group members:
 - a. D. McDonald - Iowa Headstart and National University Early Childhood Education Centers.
 - b. Barbara Alvarez - All certified schools in Wisconsin, Florida and Michigan.
 - c. Carmen DeYoe - Minnesota Headstart
 - d. Mary Lou Romanek - Licensed preschools in Pennsylvania.
 - e. Jonny Ramsey - Pennsylvania Head Start. On other state of your choice.
 - f. Bernard Busse - Virginia and North Carolina Headstart
 - g. Jean Wilson - California and Illinois Headstart
 - h. Mary Tolbert - Ohio

The group agreed to meet again at the pre-service SRIG meeting prior to the San Antonio Conference next year, projecting toward possible preliminary reports of findings from the survey at that time.

Task Group II (continued)

I feel we had a productive meeting in Minneapolis. Our group has increased in number. I have enclosed a list of our members so that we may remember who each of us is!

Jonny Ramsey's report of our Minneapolis meeting outlines what our first project will be. The teacher questionnaire was used in an evaluative study of a teacher education arts course developed by Bertil Sundin at the University of Stockholm. We translated it here at Iowa after Dr. Sundin sent it to me.

Here's a checklist for you. . .

- 1) Evaluate questionnaire. If OK, or not, let me know.
- 2) Research possible sources of funding to cover postage and duplication for the number of questionnaires which you feel you can distribute. Let me know. (Maybe some schools can help others out.)
- 3) If you move ahead and distribute to Headstart, particularly--others if possible, be sure to keep explicit data about location of Headstart centers and how many teachers from a particular center filled out the questionnaire. Will need this information for descriptions of the area researched. So even though the questionnaire does not require the teacher's name or locations of preschools, get it from the postmark, if nowhere else.
- 4) Send completed questionnaires here and I'll have the computer center figure percentages for each question. We could then decide where and how we want to go in readying reports for the San Antonio meeting.

Results from our needs assessment could perhaps lead to evaluation of existing or newly-developed (Bernard Busse) materials for teacher-training in the creative arts. However far in the future this might be, let us try to take a first step and see what happens!

SRIG Task Group II

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Task Group III : Investigating the Musical Capabilities of Children Ages 3-5.

Dr. Shirley Shelley, Leader
University of Maryland
College Park, MD 20742

OBJECTIVES

On the premise that young children in social groups manifest innate musicality when freely pursuing their curiosity about sound, we are attempting (1) to determine children's social and musical behaviors, and (2) to identify musical characteristics of children's spontaneous musical expression.

TASKS

A. IN PROGRESS:

1. Collect representative audio and videotapes of children engaged in spontaneous music making in various parts of the country.
2. Identify non-members of the Task Group engaged in similar investigations.
3. Design a form describing the conditions under which a tape is made.
4. Assume responsibility for analyzing and comparing musical behaviors.

B. TO BE IMPLEMENTED:

1. Design observation tools and techniques to provide reliable information of social and musical behaviors.
2. Establish criteria for analyzing and comparing tapes.
3. Design a form granting permission for tapes to be duplicated.
4. Organize and describe the collection of tapes with consideration of establishing a National Collection which would be available to scholars and teachers.

At the beginning of our meeting, I distributed a paper Topics for Today's Discussion. We discussed a draft of the Improvisation Tape Submission form which John Flohr had kindly prepared for our meeting. Many good ideas and suggestions were made.

Bea Mangini of Michigan State spoke to me at the end of the meeting and said she has several tapes of young children which she would gladly share with us.

UPDATE OF OUR ACTIVITIES

1. John Flohr is rewriting the draft of the Tape Form incorporating the many suggestions made at the meeting. This will be forwarded to you in the near future for your final approval.

2. Terry Gates has volunteered to analyze and compare audiotapes of children's spontaneous music expression. If you have any tapes of children creating chants or songs, improvising at the keyboard, or on instruments, etc., that you would be willing to send to Terry please let me know. Any tape would be accompanied by the Improvisation Tape Submission form. I do hope we can come to an agreement on the final draft by early fall so that we can begin submitting tapes to Terry no later than October 1.

3. As to our next task, I believe we need to investigate observation techniques and tools. As Terry suggested an Observation-Techniques Workshop would be ideal, but at present I cannot envision how we could all get together. How can we solve this problem?

It appears to me that we need to devise some type of inquiry form(s), i.e.,
1) Musical Behaviors: Vocal Improvisation; 2) Musical Behaviors: Instrumental

Task Group III - (continued)

Improvisation; or 3) Social Behaviors, etc. A videotape of children in social groups improvising musical sound could then be previewed by those who wish to participate using the inquiry form(s). After the tasks are completed we could compare the results, identify problems we had encountered, and make recommendations for revising the form(s).

Included in my February Communication #2 were two Observation Forms and an Exploratory Music Play Form which Barbara had forwarded. I am now enclosing the Music Study Observation Instrument we used twice a week for one hour over a period of ten weeks in observing two classes of children ages 3-5 in the CYC Study at Maryland, 1978. (The Taxonomy of Behaviors is the one to which you reacted--see Communication #2, February.) We had problems with the time factor of 30 second intervals as some of the improvisations lasted from 3-5 seconds with the longest one lasting approximately ten minutes. We also had difficulty in recording simultaneous occurring behaviors due to the size of the grid.

Currently, these are the only forms that we have. Would any of you be willing to prepare a draft of an inquiry form or perhaps submit one you have used? You could adapt any of the information contained in either Barbara's form or mine, if needed. Please let me know your reaction to the above ideas.

EARLY CHILDHOOD MUSIC SRIG
TASK GROUP III

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Task Group IV: Music in Infancy ✱

Donna Brink Fox, Leader
Illinois State University
Normal, IL 61761

The "Music in Infancy" Task Group is still in need of new members who are interested in pursuing general areas of musical development in children under the age of two years.

As a result of our meeting in Minneapolis, we have undertaken the following initial project: to identify infant stimulation programs currently in practice which use musical activities as a component of the program. The purpose of this project is to determine to what extent child care workers and/or researchers are currently using music with the infant age group. A short questionnaire is being formulated in order to obtain accurate and comparable information on this topic.

Members involved in this project currently are focusing on two geographical areas, central Illinois and southeast Minnesota. Any early childhood SRIG members who could provide names and addresses for infant stimulation programs they know about, please forward these to Donna Brink Fox so that we may include them in our questionnaire mailing.

Task Group V: A Developmental Framework for Music in Early Childhood

Marilyn P. Zimmerman, Leader ✱
11 Carriage Way
Champaign, IL 61820

Task Group V identified the following areas of concern:

- 1) early awareness in the development of auditory skills
- 2) early musical learning as a function of information processing
- 3) basic normative developmental data as a framework for musical development
- 4) total developmental continuum of which musical development forms one aspect
- 5) the work of researchers, such as Brazelton, in early discriminations
- 6) early babbling as it relates to musical development

Members:

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Task Group V (continued)

Beginnings:

Prof. Haines will contact Ed Gordon (information on babbling),
Frances Ilg and William Kessen.

Prof. Stuart is working in the area of awareness and auditory skills.

Ms. Bletstein is studying identification of tonality and atonality in
3-year-olds.

RESEARCH POSTER PRESENTATION
EARLY CHILDHOOD MUSIC SRIG
Minneapolis, MENC

Members of our SRIG presented their research on the following topics. For
further information and abstracts, you may contact the investigators:

Barbara J. Alvarez, Ann Arbor, Michigan. "Trends in Research in Early Childhood
Music".

Joyce A. DeCarbo, Kent State University, Ohio. "The Effect of Same/Different
Discrimination Tasks, Readiness Training, Song-Reinforcement and Sex on
Aural Discrimination Ability and Singing Ability of Tonal Patterns with
Kindergarten Children."

John W. Flohr, Texas Woman's University, Denton. "Music Improvisation Behavior
of Young Children."

June T. Jetter, University of Missouri-Kansas City. "A Study of Musical Concepts
Young Children Can Master."

Maria Runfola, SUNY, Buffalo, New York. "An Investigation of a Technique for
Identifying Early Childhood Uncertain Singers."

Peter Webster, and Marilyn Zimmerman, Case-Western Reserve University,
Cleveland, Ohio. "Conservation of Rhythmic and Tonal Patterns in Five
through Ten-Year-Old Children."

RESEARCH REPORT

A report of the study of "The Imitation of Pitch in Infants" by William Kessen
and Janice Levine, Yale University, and Kenneth A. Wendrich, Neighborhood Music
School, New Haven, Connecticut, is reported in the Journal, Infant Behavior and
Development, Volume 2, Number 2, April 1979, Ablex Publishing Company, 355 Chestnut
Street, Norwood, New Jersey 07648.

RESEARCH SYMPOSIUM

Professor Harold Fiske, Chairman, Music Education Dept., The University of Western Ontario, London, Canada, invites SRIG members to attend their fourth Research Symposium in Music Education to be held November 20-21. The theme is "Theories of Musical Cognition and Acquisition." Speakers will include: Jim Carlsen, Lola Cuddy, Jack Heller, Pat McMullen, Mary Lou Serafine, and David Williams.