



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 Bowling Green State University
College of Musical Arts
Bowling Green, OH 43403
Joyce Eastlund Gromko, Editor

Newsletter No. 30

October 2000

Early Childhood Music 2000 SRIG Leadership

Chair:

Joanne Rutkowski

The Pennsylvania State University
School of Music
University Park, PA 16802-1901
Phone: (814) 863-0419
Fax: (814) 865-7140
rvi@psu.edu

Editor:

Joyce Eastlund Gromko

Professor and Chair
Department of Music Education
College of Musical Arts
Bowling Green State University
Bowling Green, OH 43403
Phone: (419) 372-8578
jgromko@bgnnet.bgsu.edu

Acting Chair-Elect:

Carlos Xavier Rodriguez

Assistant Professor of Curriculum and
Instruction
University of Iowa
carlos-x-rodriguez@uiowa.edu

NOTES FROM THE CHAIR

Joanne Rutkowski

I hope you have had a wonderfully restful and rewarding summer and are now ready to begin an exciting new year of teaching, research, and working with young children. It is our hope that this issue of the *Early Childhood SRIG Newsletter* provides you with some "food for thought" as you begin another academic year.

As I attend conferences, hear presentations, and engage in conversations with others interested in early childhood music research and practice, I am consistently amazed at how we focus on our differences: differences in research approaches, differences in research agendas, and differences in practice. However, I am also struck by the similarities among our work and the singular goal that binds us together – enhancing and nurturing the musical lives and development of young children. It also seems that much can be learned even from those with whom we disagree. The four articles that Joyce Gromko has invited for this issue are particularly relevant to this topic. All authors deal with connections. It is those connections that will make us stronger as researchers in early childhood. As you begin this new academic year and plan future research projects, I encourage you to look for connections that bind us rather than the differences that divide us. Many thanks to Joyce for including these articles.

I wish to take this opportunity to thank Lori Custodero and Rachel Nardo, our immediate past SRIG Co-Chairs, for all their efforts on behalf of the SRIG and Early Childhood Music Education research and practice. They have been superb leaders and wonderful colleagues – THANK YOU. I also wish to thank the persons who served as Division Representatives during my term as Chair-Elect. I really appreciated their contributions to the *SRIG Newsletter* and their efforts on behalf of Early Childhood Music in their regions. As we look to the future, I am pleased to welcome Joyce Gromko as Chair-Elect, as well as the persons who agreed to serve as Division Representatives. Look for these persons' names and contact information in this issue of the newsletter. I am sure they would appreci-

continued on page 2

Inside this Issue:

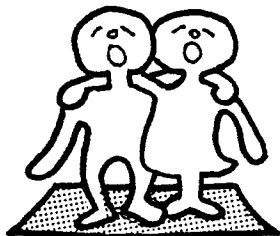
	page
Notes from the Chair	1
Division Chairs	2
Articles	3-9
Call for Papers	10
Ballot	11

continued from page 1

ate hearing from you about Early Childhood Music research news in your region.

The next item is bittersweet for me. I recently have been appointed as the MENC Eastern Division representative to the Executive Committee of the Society for Research in Music Education for the next 6 years. While this is a wonderful means for me to serve the research community in music education, accepting this appointment necessitates relinquishing my term as SRIG Chair. After much thought and consultation with the EC SRIG leadership, it was decided that I should accept this new appointment. It will be important for someone sensitive to the importance of early childhood music research to be represented on the MERC Board. I thank all of you for your support – especially those of you who made my term as editor of the newsletter so easy!

According to our bylaws, the current Chair-Elect, Joyce Gromko, will become SRIG Chair, effective immediately. Joyce has appointed Carlos Rodriguez as “Acting Chair-Elect.” A ballot for the Chair-Elect is included in this newsletter. Please take a few moments to complete and return this ballot. My best wishes to you for a rewarding year of work and play!



SRIG DIVISION CHAIRS

North Central Division

Dr. Carlos Xavier Rodriguez, Acting Chair-Elect
University of Iowa
carlos-x-rodriguez@uiowa.edu

Southern Division

Dr. Roy Legette
University of Georgia
Rlegette@arches.uga.edu

Southwestern Division

Warren Henry, Ph.D.
University of North Texas
whenry@music.cmm.unt.edu

Western Division

Elayne Achilles
Arizona State University
ELAYNE.ACHILLES@asu.edu

Eastern Division

Martina Miranda
Crane School of Music
mirandml@potSDam.edu

Northwestern Division

Kathleen Jacobi-Karna
University of Oregon
kjacobik@darkwing.uoregon.edu



Plenary Keynote: "It's Time to Start Connecting the Dots"

WANTED: Solutions for America National Meeting

The Pew Partnership, Washington, D.C.

Lisbeth B. Schorr

Lisbeth Schorr is Lecturer in Social Medicine at Harvard University and Director of the Project on Effective Interventions at Harvard University. She co-chairs the Aspen Institute's Roundtable on Comprehensive Community Initiatives for Children and Families and the Boundaries Task Force of the Harvard Children's Initiative. [The following are excerpts I have taken, with her permission, from her plenary keynote given at a June 2000 conference on civic engagement sponsored by the Pew Partnership. – JEG]

Why do most of us feel we are working within deep silos, unobserved and uncelebrated and unsupported by the world around us? Oversimplifying only a little, I would like to propose that the reason for our lack of visibility and support and impact, beyond our most immediate colleagues, lies in our inability to connect the dots. To survive, most of us are focused on the individual dots, on our own circumscribed piece of territory. We have far too few opportunities and too few tools to connect the dots that would allow us to learn systematically from past and contemporaneous experience, and thereby make our efforts more effective.

How would the world look different if we were to connect the dots? We now know so much about what works—from theory, a convergent body of research, and front-line experience in many different disciplines. But as a nation we fail to act on the wealth of knowledge we now possess. Among the complex reasons are that too many of our fellow-Americans have become convinced that nothing we do together really works. Columnist William Raspberry has written that you don't have to be mean-spirited to turn your back on social problems—you just have to believe that nothing can be done to solve them.

We have to let the world know what we know: that we can improve the life trajectories even of the children and families and neighborhoods that have been left behind by America's prosperity and are surrounded by poverty and violence. We know how to make sure that every child has a caring adult in her life, a safe, and supportive and non-chaotic home and neighborhood to grow up in and a school to go to that is orderly and equipped to teach all children at high levels. But we haven't preached even what we practice! And to be credible when we tell our story to the skeptics, we have to be willing to be held accountable for producing results – results the public cares about. Trying hard is no longer good enough, says my friend David Hornbeck, former Philadelphia superintendent of schools. Rather, we must be prepared to provide realistic evidence that when we do join together to solve urgent social problems, we are indeed achieving the purposes the public values. And we have to get much better at getting people to understand more deeply the problems that have led to so much dislocation, to so many youngsters growing up with neither the capacity nor any reason to believe they could become part of the national prosperity.

We have to be prepared to explain, to all who will listen, how it was that, beginning in the early 1970s, poverty became more concentrated and the minority poor become more isolated, as the work that could support a family became increasingly unavailable to those without school skills. What became increasingly available were guns and crack. Quite rapidly, the bonds that held families and neighborhoods together, and kept youngsters on the straight and narrow – those bonds frayed and broke. Even middle class communities became less cohesive, as more women – through choice and in response to economic pressures – moved from the front porch and the kitchen to paid employment.

And our institutions failed to respond. They were unable to function as supporters of stressed families or as social equalizers. Our systems of child care, child welfare, education and family support were so constrained by outmoded policies, rules, and regulations that they were unable to reduce the isolation of families and the growing disparities between rich and poor. They were unable to buffer the harshest consequences of our vaunted individualism. Even the strategies we turned to in order to bring about the needed institutional change were hopelessly outmoded. We continued to rely on failing strategies because we hadn't connected the dots that would have

allowed us to discover that the progress we were looking for, that would take us from pilot programs to policy change, was simply not occurring.

We need to learn much more systematically from our many efforts, and thereby to make our efforts and those of others far more effective. Our prevailing arrangements for assembling and analyzing information about what does and doesn't work, and of using this information to design and improve programs and policies and to allocate resources among them, is deeply flawed. We must develop a far broader spectrum of information about past and current experience than is conventionally considered to constitute credible knowledge. We need new ways of collecting and analyzing and synthesizing information.

In my own efforts to connect the dots, I have been exploring the question of what would happen if we started the inquiry about what works, without limiting ourselves to what we have learned from research that meets the traditional criteria for credible knowledge. I recently organized two meetings for the purpose of asking two small groups of people steeped in the research and practice of their domain (school readiness in one instance and job readiness in the other) to put on the table their convictions about what leads to improved outcomes in that domain. I posed the question, "What do you believe about what works? Never mind on what basis you believe what you do; we'll get to that next. Instead, what does the experience and research and folk wisdom you have been exposed to, and the intuitions you have amassed, lead you to conclude about what a community could most effectively do if it had decided it wanted to increase rates of school readiness or job readiness?"

The answers that surfaced in this process did indeed turn out to be different from the answers one would come up with just looking at the formal research. For example, the school readiness group pointed up the social isolation of families with infants and young children, which emerges from both research and practice as a major risk factor for rotten outcomes for young children. But the research that has assessed interventions that have sought to reduce isolation – family support centers and services, home visiting, etc. – has typically not found improved outcomes for either parents or children. Efforts to reduce social isolation therefore don't appear on the screen when we look for proven interventions to increase rates of school readiness.

But what if the reason for that is that the efforts to intervene that we've measured have been too circumscribed? We never used the disappointing evaluation results to generate new hypotheses. We never dealt with the implications of the possibility that a high proportion of mothers didn't engage with home visitors because they were depressed, or because they were living in the midst of violence. We never dealt with the implications of the possibility that the children of these depressed mothers needed a different kind of intervention if they were not to lose ground. I suspect that our evaluation conventions, together with our categorical funding conventions, discouraged us from looking to see what would happen if we were to put together a new set of interventions, tailored in complex and evolving ways to respond to the barriers we uncovered in our efforts to help.

The pragmatic and constantly evolving knowledge base we could now create, using a more inclusive approach, has the potential of moving the whole field away from oversimplified yes/no, success/failure judgments about what programs work, toward building a richer, more complex knowledge base about strategies that are plausible, promising, or proven. Practitioners, program designers, and communities will be able to make use of the lessons learned from both research and experience to construct ever stronger theories and ever more effective interventions. By applying intelligence and judgment to understand existing research and experience, we can construct a more usable knowledge base.

The new approaches to building a more usable knowledge base systematically utilize multiple ways of knowing and understanding as sources of evidence for judging what works, what is worth investing in, and for making practice, programs, and policies more effective. Their conclusions are based on an accumulation of knowledge, rigorous analysis, and systematically applied expert judgment from a variety of diverse perspectives. They don't look only at individual pieces of intervention. Rather they identify the pathways that link interventions, consisting of practices, programs, and the infrastructures that support them. These in turn will be linked with interim indicators and achievements, and long-term outcomes. The findings of such a process would be made available to local communities and other stakeholders in ways that are timely and easy to use, and that would include an interac-

continued from page 4

tive capacity, capturing feedback to build a constantly evolving intervention knowledge base, so we could learn promptly from experience—not just about program design, but also about implementation—in order to bring about continuous improvement of both programs and policies.

The hope inherent in this approach, then, would be to make it possible for each local initiative, be it a neighborhood coalition or a mayor who wants to assure that all five-year-olds will be school-ready, to start with something more than a blank slate. It would acknowledge the pre-eminence of local decision-making, encourage local initiative, imagination, and adaptation and refrain from prescribing solutions. At the same time, it would not dismiss the existence of centrally available expert knowledge that goes beyond process considerations. It would seek to make this knowledge available in ways that would not only identify promising, proven, or disproved pathways, but would ultimately be able to inform and guide choices among plausible options and option sets. At the beginning of the 21st century, we may no longer be able to count on heroic figures to mobilize us to act, but perhaps we can be mobilized on behalf of a shared heroic idea, the idea that we're all in this together, and must share the burdens and pool some of our rich resources. We cannot allow the richest country in the world to declare bankruptcy in its civic life. We must do what it takes so that all our children will have a fair chance to succeed, and so that we can realize our vision of becoming a nation of opportunity for all.

Whether we are motivated by threats of the U.S. becoming a second rate power, or by the fear of what happens when a society unravels, or by a sense of social justice, we must act on what we now know, so that all our children can grow up with a realistic stake in the American dream.



Bridging the Gap: Using Music Education Research to Influence Social Policy

Kristi L. Hannan

Kristi L. Hannan is Assistant Professor of Human Development and Family Studies in the School of Family and Consumer Sciences at Bowling Green State University. She teaches undergraduate and graduate courses in infant development and child/family policy, and conducts research on the effects of welfare reform on families with children.

Whereas music education is beginning to use research to inform practice, most researchers have had a limited role in building policy. While research is critical for developing and improving music programs for young children, researchers can have a broader impact on the learning of young children by engaging in policy-relevant research, advocacy, or education.

A recent example illustrates the challenge of translating research into sound policy. Spurred by research on brain development, active listening, and early keyboard training, states have developed policies to provide a classical CD to every newborn and to require public schools to play classical music for toddlers (*U.S. News & World Report*, September 13, 1999). Clearly, the research findings do not support these policies, however harmless (or even beneficial) they may be; however, this type of research has the potential to formulate sound policy based on what is known about young children and music.

How can researchers increase the likelihood that their research will influence policy, and do so in the desired direction? Academics in child development provide valuable guidelines, based on decades of experience in the arena of social policy.

Aletha Huston (1994) urges researchers to collaborate across disciplines in order to have a stronger impact on policymaking. She highlights the importance of working with economists in persuading policymakers to support a line of action. Huston also argues that research must be well-designed and use appropriate analyses to identify important phenomena and inform policymakers. Specifically, researchers should ensure that their samples are representative and large enough to detect an effect

continued from page 5

(power), that appropriate comparison groups are used, and that measures are well-tested.

Perhaps the most important skill, and one for which most academics lack training, is communicating research to non-academics. Policymakers are very busy, although they are generally well-educated readers. As a result, they require information that is clear, concise, and free of jargon. Policy briefs (highlights of key policy implications from single studies), executive summaries (brief summaries of a full research report), and summaries of research (article or book-length syntheses of research on a broad topic) disseminated to those who make policy related to your area of interest are more likely to be read than articles in the *Journal of Research in Music Education*. For example, the book *Rethinking the Brain: New Insights into Early Development* (available through the Families and Work Institute) provides a non-technical synthesis of early brain research, as well as an executive summary of the report.

Music educators are becoming more involved in the policy arena. Bogenschneider (1995) suggests several roles for professionals interested in influencing the policy process. Academics can conduct research to determine whether social action is needed or to evaluate the effectiveness of music programs. Others can advocate for a group or policy, as many professionals did during the recent "day of advocacy" during a recent MENC conference. Some argue that a more appropriate role is that of educating policymakers about the consequences of various policy alternatives through objective presentation of findings, rather than advocating for a particular alternative. For example, family scientists and professionals have been educating state policymakers through Family Impact Seminars, "a series of seminars, briefing reports, and follow-up activities that provide up-to-date, solution-oriented information to state policymakers" (Bogenschneider, Olson, Linney & Mills, 2000, p. 327). A similar forum could be used to inform policymakers about issues of relevance to music or arts education.

As you think about whether and how you can expand your role as a researcher, consider the words of child advocate and founder of the Children's Defense Fund, Marion Wright Edelman: "You can be the leader you seek." Your leadership in the practice of music education has already begun. Take the next step – for the children.

References

- Bogenschneider, K. (1995). Roles for professionals in building family policy: A case study of state family impact seminars. *Family Relations*, 44, 5-12.
- Bogenschneider, K., Olson, J., Linney, K., & Mills, J. (2000). Connecting research and policymaking: Implications for theory and practice from the Family Impact Seminars. *Family Relations*, 49, 327-339.
- Huston, A. (1994). Children in poverty: Designing research to affect policy. *Social Policy Report* (of the Society for Research in Child Development), 8, 1-12.
- Marcus, D., Mulrine, A., & Wong, K. (Sept. 13, 1999). How kids learn. *U.S. News & World Report*, 44-52.
- Shore, R. (1997). *Rethinking the Brain: New Insights into Early Development*. New York: Families and Work Institute.



Researcher as Change Agent

Jerlean Daniel

Child Development and Child Care
University of Pittsburgh

Jerlean Daniel is an Associate Professor of Child Development and Child Care at University of Pittsburgh. She is a Past-President of the National Association for the Education of Young Children (NAEYC).

There is a long established school of thought that those who do "pure" research should not be involved in social policy. Often, researchers who do applied research are held in less high esteem. At work also is a hierarchy of disciplines that weights natural sciences more heavily than social sciences. The argument outlined here is that the state of human interaction as reflected in social policy and institutional bias is such that all ethically gained knowledge, including that of practitioners, is needed to repair the situation. In addition, while certainly complex, cross-disciplinary approaches such as collaborations among music and child development

scholars, as well as collaborations among researchers and practitioners, lead to fuller understandings and thus more powerful results.

The Annual State of the Child report published by the Children's Defense Fund outlines the complex intersection of poverty, policy, practice, and economics in the United States. Poverty isolates and more and more children are living in poverty. The "village" is at best neglectful and at worst creating policy that does not look broadly enough at the issues and thus drives children into poverty.

The Perry Preschool Study done by High/Scope over 30 years ago was one of the first to document the imperative that poor children benefit from high quality early care and education programs. This longitudinal study examined child through young adult outcomes (education, employment, crime, etc.) in light of the economic impact on society. The early cost comparison ratios—\$1 on prevention saved \$4 on remediation—fueled a critically important debate and an ongoing policy shift that is making a difference in the lives of poor children. The periodic updates on the cost ratio, such as the change a few years ago to \$1 on prevention saves \$7 on remediation, keep the imperative before policy makers.

The Cost and Quality Study was completed in the mid-1990s by researchers in economics, policy analysis, and child development, with strong child care practice backgrounds. The results of an examination of a complex array of variables, applying reliable methods of data analysis from each field, were stunning. A user-friendly definition of low to high quality practice included a clear description of child outcomes, licensing standards, business categories, cost analysis, and more. The study made policy recommendations emanating from the findings as a way of pulling it all together. The point here is that the power of the work was in the researchers' willingness to address the urgent questions of today in a comprehensive, cross-disciplinary, academically sound manner. The study was a powerful advocacy statement.

The call for researcher-advocates should not be construed as a call to abandon sound research principles. It is, however, a call for researchers to look more broadly at their role and to contribute more consciously to the larger picture. Effective advocacy employs numerous strategies, not the least of which is an extensive, readily accessible understanding of the knowledge base and the limitations thereof. For example, there are significant gaps in

educational research that high quality, observant, analytical teachers can answer. In child development, there are numerous unanswered questions about the role of culture. Parents hold some of these answers. Advocacy for more equitable solutions to social issues pools knowledge from various sectors in order to create policies that enhance practice and more equitably serve the needs of various constituencies.

There are many questions that change agents must ask as they outline their work. What are the urgent issues in our own fields? What are the particulars that convince us of the urgency and importance? What are the constituencies involved? How are those constituencies involved? What are the stumbling blocks to resolution? What are the positive elements of the situation? What is the research basis of the current situation? How might the cutting edge research of the day force a different set of questions or open up a different array of possible solutions? What bodies of knowledge within the field and related fields might shed some light on the issue? What particular set of researchers, teacher educators, practitioners, policy analysts, or others would make a good team to pursue the investigation? Who needs to know the results? What is the most ethical, accurate, accessible, and user-friendly method of disseminating the information?

Finally, another critical task of the researcher as change agent is that of building a vibrant, highly qualified, diverse pool of potential researchers. A substantial difference can be made in every field by researchers who insist upon a diverse pool of graduate students. The mentoring role of the researcher should not be taken lightly. It is a vital link between past and new innovations in research methodologies. Fields as heavily influenced by cultural nuance as music and child development must have diversity of perspectives if we are really to understand the full breadth of our work. The question of who has access to first rate training as a research scholar is one of those urgent issues that cuts across disciplines. Perhaps, rather than being a final point, this is a worthy starting point for the researcher as change agent because there is no way to tackle greater diversity among graduate students without confronting the complexities in the big picture of today's society. And so, it is that even in our daily endeavors, the needs of our society tug at us.

Harmonic Development: Music's Impact to Age Three

Pittsburgh Symphony Orchestra Symposium
March 24-25, 2000

Suzanne Perrino

Suzanne Perrino is Director of Education and Outreach for the Pittsburgh Symphony. She also is a member of AccessMusic, a research group which explores innovation in education and technology. This research team prompted the Pittsburgh Symphony's March 2000 national symposium, "Harmonic Development: Music's Impact to Age Three." She has served on the Arts Education Review Panel for the National Endowment for the Arts and is currently Co-Chair of the Education Leadership Committee of the American Symphony Orchestra League. She holds a B.F.A in Music Performance (Oboe) and Certificate in Music Education (K-12) from Carnegie Mellon University and an M.A. in Arts Management from the American University in Washington, D.C.

This contribution outlines the Pittsburgh Symphony's journey toward planning and presenting the national symposium, "Harmonic Development: Music's Impact to Age Three." The symposium was held on March 24 and 25, 2000, at Heinz Hall for the Performing Arts in Pittsburgh, Pennsylvania. Proceedings from the event are being compiled for publication in Fall 2000.

We took the road less traveled and that made all the difference...

In 1997, the Pittsburgh Symphony held a two-day strategic planning retreat that would change the entire culture and environment of the organization from that time forward. The strategic planning method used was Hoshin. In Japanese, Hoshin means shining needle – not one in a haystack, but rather one on a compass. By the time we left the retreat site on the second day, it was clear that we were headed down a new and different path. The difference was that this time, we were heading down the path together, bonded by the strategic planning exercises we had experienced and committed to strengthening the Pittsburgh Symphony – together.

One definition of insanity is doing the same things the same way and expecting different results...

When we started the Hoshin process, we knew that the way we looked at things was going to have to change. We agreed at the outset that everything was open for discussion. At the retreat, four areas immersed as those with the highest level of interest and importance, one of these, Hoshin 2, addressed education. The strategic statement read: We have Become Leaders in Education, enabled by Innovation and Technology. The activities of this committee would later result in the early childhood symposium entitled Harmonic Development: Music's Impact to Age Three.

We've got the Hoshin Spirit in us...

In January of 1998, a five-member team adopted Hoshin 2 and spent several months researching the area of education and technology. We decided to embrace the challenge with which we were charged and so we separated ourselves from our current jobs and responsibilities for four months. (This was no easy feat.) We had an office several blocks from the Symphony's home of Heinz Hall and we created AccessMusic. During this time, we researched education and technology products, programs and organizations from Pittsburgh to California.

Notes from the Road...

The research field told us that the majority of research conducted on children and music was focused on elementary-aged children, but researchers also told us that interest was shifting to younger children. In addition, it was disheartening to learn about the many challenges facing early childhood providers today and how much music is not being delivered in these settings.

We heard conflicting information about the phenomenon known as "The Mozart Effect." It was apparent that individuals of varying viewpoints rarely gathered together to discuss their views. And, surprisingly, we found that university personnel across the country are not communicating with each other. So, in this fact-finding mission, we were also serving as a vehicle for delivering information.

Why is the Pittsburgh Symphony getting involved in this area?

We returned from our four-month journey and approached the Board of Directors for investment in several areas of technology and education. In the area of early childhood development and music, we

continued from page 8

stated all that we had learned and that there was a critical need for music in the early childhood setting. It was discussed and decided that the Symphony needed more information from the field. Funding was sought to present a national symposium to bring together researchers to discuss music's impact, specifically children birth to age three. We recognized that we were not experts in the area of early childhood development, and that we would need to bring together people of varying backgrounds. The symposium was held approximately 15 months later.

The Birth of a Symposium...

To bring ourselves up to speed, we purchased numerous books, videos, and products regarding music and young children. We e-mailed researchers across the country, explored web sites, and spoke with national and local foundation personnel. At the same time we were reading about the findings of Frances Rauscher, David Henry Feldman, and John Sloboda, three new books appeared on the Amazon.com site. These were: John Bruer's *The Myth of the First Three Years*; Gordon Shaw's *Keeping Mozart in Mind*; and, *The Scientist in the Crib* by Alison Gopnik, Andrew Meltzoff, and Patricia Kuhl. The amount of information and controversy was at best overwhelming. There was however, a lot of interest in the area of music and young children.

We were lucky to have secured the services of Terese Kaptur to coordinate the symposium and the advice of Don Hodges and Frances Rauscher. They all assisted in helping us to structure the symposium and identify appropriate individuals to invite.

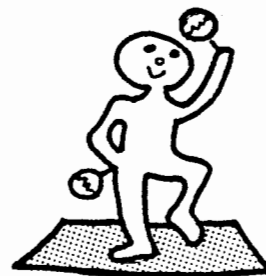
It was a difficult symposium to coordinate, as we wanted to offer a neutral, unbiased platform for discussion. We had to turn away many interested people. When the door was shut, the total was 80, 30 more people than we had intended to invite.

Based on suggestions for the education field and recommendations from researchers and funders, seven presenters were identified. Each represented a different aspect of research as it related to music and/or human development. Don Hodges was chosen to be moderator because of his incredible reputation and experience in dealing with different personalities. And, finally, Darrel Walters was granted the extraordinary task of compiling all of the speeches and discussion into a symposium proceedings publication.

Involvement of all types of individuals was essential. We invited parents, educators, researchers, pediatricians, musicians, funders, politicians and early childhood specialists. The discussion among these groups and questions raised were some of the most stimulating points of the event. Creating an opportunity for these individuals to share their experiences and talents was the reason we initiated three discussion panels: an applications panel, an implementation panel, and a policy panel. Don Hodges' skills for facilitating the event were a perfect match, allowing for open discussion and questioning. He spontaneously gathered the symphony staff together at the conclusion of the event for final questions and comments.

Final Notes...

We've learned a lot and believe the adventure has just begun. Through this project, the Pittsburgh Symphony seeks to serve as: 1) an advocate for music as an essential component of every child's complete development; 2) a catalyst for change for music and young children; and 3) a resource for music performance, teaching, and materials for young children, parents, providers, and educators.



American Orff-Schulwerk Association
NATIONAL CONFERENCE

Cincinnati, Ohio
November 14-18, 2001

The American Orff-Schulwerk Association will sponsor a research poster session at its national conference in Cincinnati, Ohio on November 14-18, 2001. 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 conference 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 ten copies of the completed report.

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

1. Submit five copies of a 500-word research summary to:

Timothy S. Brophy
School of Music
University of Florida
Box 117900
Gainesville, FL 32611-7900
USA

2. The author's name, institutional affiliation, and address (including e-mail) should appear only on a separate cover page.
3. Papers submitted for the conference must comply with the Code of Ethics published in each issue of the *Journal of Research in Music Education*.
4. Submissions must be postmarked by May 15, 2001.
5. A qualified panel of reviewers will read the abstracts submitted. Notification will be mailed by July 1, 2001. Abstracts will not be returned.

NOMINATIONS CHAIR-ELECT

Carlos Xavier Rodriguez, Assistant Professor of Curriculum and Instruction, earned a B.A. in choral conducting from Pitzer College, an M.A. in music education from UCLA, and a Ph.D. in music education from Northwestern University. Prior to embarking on a teaching career, he worked as a professional composer, conductor, arranger, singer and guitarist. He has taught music at all levels, most recently as an assistant professor of music education at The Ohio State University. His areas of expertise include general music, ethnomusicology, musical aesthetics, music psychology and multimedia. His teaching emphasizes world musics, music technology and creative thinking in music.

BALLOT FOR EC-SRIG CHAIR-ELECT, 2000-2002

Carlos Xavier Rodriguez

Write in _____

Please mail your completed ballot by **November 15, 2000**, to:

Joyce Eastlund Gromko
Professor and Chair
Department of Music Education
College of Musical Arts
Bowling Green State University
Bowling Green, OH 43403-0290