



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:
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**Early Childhood Music
SRIG Leadership**

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Inside this Issue:	page
Notes from the Chair	1
Spotlight on Divisional Activities	2
Announcements	5

NOTES FROM THE CHAIR: Carlos Xavier Rodriguez

The topic of creativity and young children is complex and stimulates much debate in academia. While children are freely creative and make unique connections between things that older persons overlook, they do not transcend convergent thinking the way that older persons must in order to be creative. They have an unencumbered path to divergent thinking, leading some writers to conclude that children's behavior is not truly creative since it is not purposefully so, or that their creativity is different "in kind" than more conscious creativity.

Young children are creative because so much of their experiences are interpretative. They are process-oriented beings by nature. For the most part they have yet to discover external rewards, so their behavior must be creative in order to sustain itself. All their actions are problem-solving in nature, because there is so much to learn about the way things fit together in the world. Indeed, the lives of children are uniquely dedicated to (and suitable for) creative behavior, precisely because they have yet to acquire the rational sensibilities that impede creativity later in life. Most early childhood educators already know this, but it is good to remind ourselves, no?

I would now like to take the opportunity to introduce our new divisional representatives, who are all deeply involved in early childhood education. Catherine Mallett is our new Southwestern representative, Heidi Tzortzis is the Western representative, Flossie Hawbaker is the Northwestern representative, Cynthia Taggart is the North Central representative, Suzanne L. Burton is the Northeast representative, and Al Holcomb is the Southern representative. I thank each one for agreeing to serve in this critical capacity—helping us keep track of what all of our members are doing regionally, nationally, and beyond. Please inform them whenever they request updates on your activities!

Finally, the Chairs-Elect have reactivated our website (www.auburn.edu/ecsrig). Please, please, please—add or update your contact information so that we can add you to our ever-growing membership list. Thanks so much, and I hope all of you are enjoying a marvelous Spring, whatever challenges it brings you.

SPOTLIGHT ON DIVISIONAL ACTIVITIES

News From the Northwestern Division: Flossie Jordan Hawbaker

Amy Beegle, Ph.D. student at the University of Washington, is continuing her data pool of primary school teachers' use of songs, chants, and instrumental music from the Middle East. (Early data was published in *The Orff Echo*, Spring 2002.)

Patricia Shehan Campbell is currently preparing with Pornprapit Phaosavadi a book and CD of Thai Music for Children, including singing and chanting games played by young children in preschools of central and southern Thailand. World Music Press will publish it in Autumn 2003.

Jackie Chooi-Theng Lew, Ph.D. candidate at the University of Washington, is completing her dissertation on musical enculturation of Malaysian preschool children, with attention to the distinctive musical environments of Malay, Chinese, and Indian families. (Jackie is currently on faculty at the University of Salisbury, Maryland.)



News From the North Central Division: Cynthia Taggart

Dorothy Bryant, Associate Professor, Ohio University, will present at a session, "**Reflection on Reflection**," for the Mountain Lake Colloquium on Saturday, May 17. The presentation deals specifically with an Early Childhood Music class using service learning and reflection to increase the

student's application course content, confidence in their teaching abilities and awareness of how to work with children, parents and childcare providers.

Denise Guilbault (Ph.D. Michigan State University, Dec. 2002), who teaches early childhood music at Brookside School, a part of Cranbrook, is publishing an article entitled "**Developmentally Appropriate Practice in Music**" in the upcoming book *Practical Applications of Music Learning Theory*, ed. by Maria Runfola and Cynthia Taggart. This book should be published by GIA Publications in late summer, 2003. Her dissertation also focused on early childhood and explored the development of improvisation skills in young children. She found that those who heard root melodies with the songs that they experience in music class improvise with a greater sense of tonal cohesion than those who experience songs presented with melody only.

Dr. Isabel Barbara O'Hagin, Assistant Professor of Music Education, Central Michigan University. Recently completed a research study exploring children's musical processes in a Reggio Emilia-based preschool classroom. She is highly interested in continuing this line of research and would appreciate any contacts in the Michigan area. Preliminary findings were presented at the 2002 AOSA Conference. She is offering a special workshop on Music for Preschool Children at CMU Midland Branch Campus, June 16-20. She is also continuing to conduct ethnographies of rural and urban Latino communities. She is especially interested in

the transmission of traditional children's song repertoire and the role of music in personal life cycle, which is the topic of her upcoming presentation at International CMS conference in Costa Rica, June 2003. Her recent publications include *Bulletin of the Council for Research in Music Education*, Winter 2002 and *College Music Symposium Journal*, vol 43 (next issue), which is co-authored with ethnomusicologist, Dr. David Harnish, Bowling Green State University.



Paul Shevock (M.M. Bowling Green State University, May 2003) will present a paper based on his thesis research at the Thompson Symposium at Penn State on May 3, 2003, titled: **The Effects of Music Instruction vs. Spatial Instruction on Preschoolers' Spatial-Temporal Ability**, Mr. Shevock's research was designed to compare the effects of low-road vs. high-road transfer on young children's performance of spatial-temporal tasks. Results showed that low-road (spatial to spatial) and high-road (music to spatial) are both effective means for improving spatial-temporal task performance.

Cynthia Crump Taggart, Assoc. Prof. of Music at Michigan State University, has an upcoming article entitled ***Child-Centered Play In Music: Developmentally Appropriate Practice*** in the next issue of *Early Childhood Connections*. She will be presenting a session on early childhood music at the Wisconsin State Music Educators conference in Madison, WI on Oct. 29-31.

Early Childhood Music and Movement Association will be holding their North Central Regional Conference "Ripples in the Water: Empowering Children through Music and Movement." This conference will be held from June 20-22, 2003, at the University of Wisconsin, a co-sponsor of the event. Clinicians are Dee Coulter, Robert Denton, Dorothy Denton, Kathy Pielage, Sheila Lenius, and Stuart Stotts. More information can be found at www.ecmma.org.



News From the Western Division: Heidi Tzortzis

On March 28, 2003, Audrey A. Berger and Shelly Cooper from Arizona State University were presented with the ARTSWork Research Award from ASU's Herberger College of Fine Arts for their paper ***Musical Play: A Case Study of Preschool Children and Parents***. They presented a brief overview of their research — a qualitative inquiry of how preschool children explore sound alone and with others — during an Arts Education Graduate Student Research Symposium in Tempe, Arizona.

Jill Pierce and her husband Steve teach an early childhood music program called Mary Ann Hall's Music for Children. They will conduct a four-week summer session in the month of June. Their Web site is musicforchildrenca.com and we'd be happy to mail information about the program. Also, there will be a family concert at the Noe Valley Ministry (1021 Sanchez in San Francisco) on Sunday June 15th at 4 pm.

This is open to the public and the admission is \$10 - \$20 donation per family.



News From the Eastern Division: Dr. Suzanne Burton

Beth Bolton, Ph.D. (Associate Professor of Music Education, Temple University; bbolton@nimbus.temple.edu) has just received a Dean's grant from Temple University to conduct a descriptive cross-cultural study in early childhood music. The study will include infants and toddlers, birth to 2 years old. Subjects and teachers from the following countries will participate: United States, Australia, the Dominican Republic, Germany, Israel, Italy, Lithuania, New Zealand, and South Korea. The study will not focus on how children respond to a specific method or type of musical experience, but simply will document their behaviors in the presence of music. Extensive information will be gathered from parents and guardians to provide data for later investigations.

Joanne Rutkowski, Ph.D. (Associate Professor of Music Education, The Pennsylvania State University; rvi@psu.edu) presented *The Validity of the "Singing Voice Development Measure" for Measuring Non-American Children's Use of Singing Voice* at the Desert Skies Symposium on Research in Music Education on February 20, 2003 in Tucson, Arizona.



Highlights from the Eastern Division Biennial Conference, Providence, RI:

Suzanne Burton, Ph.D. (Assistant Professor of Music Education, University of Delaware; slburton@udel.edu) presented a research poster entitled "*An Investigation Between Musical Creativity and Personality Traits*" at the MENC Eastern Division Biennial In-Service Conference held in Rhode Island in March, 2003. The study focused on the relationship between musical creativity and personality traits of third grade children. Results indicated that personality was not related to the compositional processes of exploration, repetition, silence, or development.

Kimberley A. Reese, Ph.D. (Elizabethtown College, Elizabeth, PA) presented a research paper and poster entitled *An Investigation of Children's Octave Audiation and Octave Transfer Abilities and Their Relationship to Age and Tonal Music Aptitude*. The study was conducted with 332 first through fourth grade students. Gordon's tonal subtest of the Intermediate Measures of Music Audiation and two researcher-designed tests were administered to determine whether there were relationships between tonal aptitude, octave audiation, and octave transfer. In addition, whether age or tonal music aptitude was predictive of octave audiation, or octave transfer abilities was investigated. Significant correlations were found for tonal aptitude, octave audiation, and octave transfer ($p < .01$) with the strongest correlation between octave audiation and tonal music aptitude. Reese called for further investigation of whether octave audiation or octave transfer can be taught, or if octave audiation is a prerequisite skill for octave transfer.

Patricia St. John (Teacher's College/ Columbia University; psj@albany.net) presented a research poster, *Building on Children's Strengths: Do You Hear What I Hear?*, which was based on her study of how peer scaffolding in music activities relate to Vygotsky's socio-cultural theory, how scaffolding is achieved verbally and non-verbally, and how children's accounts of their musical experiences compare with those of the researcher. The case study, conducted over two years, involved two six-year old boys who were chosen because of the relationship the researcher saw forming within the music classroom. The researcher reviewed six 75-minute videotaped sessions of a music class for 4- and 5-year olds from March, 2002 and four 45-minute videotaped sessions of a music class for 3- and 4- year olds from Spring, 2001. Using descriptive narrative, scaffolding efforts between the two children were noted in relationship to flow experiences. Ten music events—e.g., singing a song, playing instruments, a musical skills game—selected from the 8 videotapes, were chosen based on previously coded flow experiences using Custodero's 1998 Flow in Music Activity Form (*General Music Today* 12 (1), 21-27) and the social interaction between the two children. The two boys viewed each videotape simultaneously in three 30-minute semi-structured interviews, and the full text of the children's reports was transcribed. One semi-structured interview with the boys' parents provided relevant information about social influences and music making experiences in the home. Through videotaped interviews and stimulated recall, combined with rigorous review of the videotaped music sessions, the researcher hopes to continue to identify and

clarify scaffolding as it occurs in the music classroom to determine if and how scaffolding is corroborated by the participants, and to gain insight into the salient role that relationship plays in these efforts.



News from the Southern Division: Al Holcomb

Martina Miranda (Assistant Professor of Music Education, Auburn University; martina.miranda@auburn.edu) presented a paper based on her dissertation research, *The Implications of Developmentally Appropriate Practice for the Kindergarten Music Classroom* at the Desert Skies Symposium on Research in Music Education on February 20, 2003 in Tucson, Arizona. The purpose of this study was to examine the implications of Developmentally Appropriate Practice (DAP) for the kindergarten general music classroom. The researcher collected ethnographic data in three kindergarten music classrooms throughout an academic year. Findings included the importance of a caring community, intellectually engaging and responsive environments, and flexible curricular content—all congruent with DAP. Practices incongruent with DAP included exclusion of children's contributions, a lack of developmental awareness, and sparse communication with families. Implications also include the need for early childhood coursework and guided mentorship with young children for pre-service and in-service teachers.



Highlights from the Southern Division Biennial Conference, Savannah, GA:

Research posters included: Harriet Hair and Roy Legette, The University of Georgia, **"Adult's Attention and Affective Response to Children's Television Under Various Stimulus Conditions;"** Al Holcomb, University of Central Florida, **"An Investigation of the Concurrent Validity of the Connecticut Discipline-Based Professional Standards for Teachers of Music;"** Liza Lee, New York Institute for Social Research and Foo-Yin University, Taiwan, **"Music and Cognition: a Curriculum Model to Teach language, Culture, and Self-Identity to Preschool Children of Dual Cultures;"** Martina Miranda, Auburn University, **"Implications of Developmentally Appropriate Practice in the Kindergarten Music Classroom."**

Early childhood music advocates and educators also gathered in Savannah to share in the Early Childhood Day at Southern Division MENC/GMEA In-Service Conference on January 25. Featuring a keynote address by former MENC President, June Hinkley, **"Our Youngest Music Makers,"** presenters from around the country offered a variety of sessions related to songs, materials, movement, and research applications to instruction. Among the presenters were four Early Childhood SRIG members, including Herbert Marshall, Georgia State University; Wendy Valerio, University of South Carolina; Martina Miranda, Auburn University; and Al Holcomb, University of Central Florida.



**News from the Southwestern Division:
Cathy Mallett, University of Kansas**

Diane Persellin (Associate Professor of Music Education, Trinity University; dpersell@trinity.edu) presented a paper, **"An Investigation of the Effects of Vocal Modeling in Pitch Accuracy of Young Children"** at the Desert Skies Symposium on Research in Music Education on February 20, 2003 in Tucson, Arizona.

Wendy Sims, Professor of Music Education at the University of Missouri: **"Connecting Research to Practice: Connecting Children with Music of Many Styles and Genres"** presented at the International Society for Music Education Early Childhood Conference **"Children's Musical Connections,"** Copenhagen, Denmark, 5-9 August 2002. A workshop format was used to demonstrate practical, effective teaching strategies and interesting, motivating activities using methodologies and materials based on the research literature related to music listening.

Sims, W. L., & Nolker, B. (2002). **"Individual differences in music listening responses of kindergarten children"**. *Journal of Research in Music Education*, 50, 292-300. Abstract: In this project, we examined a phenomenon observed in two previous studies: When children were given the opportunity to listen to four pieces of music for as long as they chose in individual listening sessions, large differences were apparent among different children's total listening times. However, individual children tended to be remarkably consistent within

their own approach to listening to the pieces, listening to each of the four for very similar lengths of time. The present study was designed to replicate and extend aspects of those studies with older children, and to examine how listening times would relate to teachers' ratings of the children's attention during large- and small-group activities. Results indicated that the kindergarten participants' listening times were consistent with the previous responses of preschool-age children. Additionally, time spent listening bore no relationship to either teacher ratings of attention or to age.

Mark E. Turner, Assistant Professor of Music Education at Stephen F. Austin State University, is currently working on an inner-city early childhood music education initiative in Houston, TX. He is developing and piloting an early childhood teacher training program and curriculum for Project GRAD (a nation-wide inner-city school program designed to increase graduation rates for at-risk students). A unique feature of this project is the use of the Internet to maintain contact with teachers in the field and to present model lessons via streaming video. Once completed, the curriculum will be available to all Project GRAD schools across the country.

ANNOUNCEMENTS

Conferences

The International Kindermusik Educators Association extends an invitation to all early childhood music teachers to attend the 2003 Kindermusik Educators Convention in San

Antonio, Texas, July 2-6, at the Marriott Riverwalk Hotel. Convention headliners include John Feierabend, a leader in early childhood music; Carla Hannaford, neurophysiologist and author of *Smart Moves, Why Learning is Not All in Your Head*; Mary Sheedy Kurchinka, founder of the "Spirited Child" workshops; Linda Neely from the University of Connecticut, content advisor to the Sesame Street Music Works project; and Rebecca Shore, author of *Bach and Kids CD Series* and *Baby Teacher: Nurturing Neural Networks from Birth to Age Five*. Sessions will include young children and movement, challenging childhood behaviors, communicating with parents, talking to preschoolers, voice care for the teacher, and much more. For detailed information and registration, visit the KEA website at www.the-kea.org.

The Early Childhood Music and Movement Association announces regional conferences in 2003: The northeast regional conference will be held at Hillfield Strathallan College, Hamilton, Ontario, Canada on May 15 and 16. For information, contact Jacquie Huffman-Krisza (jjhk@worldchat.com). The southeast regional conference will be held at Kennesaw State University in Atlanta, GA on August 1-2, 2003. For information, contact Jan Boner (Musictogro@aol.com). The north central conference will be held at the University of Wisconsin Lowell Center on June 21 and 22. For information, contact Jan Vidruk (jvidruk@charter.net). The south central regional conference will be held in the University Center on the campus of the University of Texas at Arlington on September 19 and 20. For information,

contact Diane M. Lange (lange@uta.edu). The northwest regional conference will be held in Richland, WA on June 27 and 29. For information, contact Linnea Hillesland neadave@juno.com). The southwest regional conference will be held in Costa Mesa, Southern California on June 20 and 21. for information, contact Judy Blakeney (judyblakeney@msn.com). The purpose of these conferences is to bring together music teachers and early childhood educators for early childhood music training, sharing, and professional support.

Publications

Soon to be released by Prentice-Hall (ISBN: 0-13-048694-9, 2004)

“Music in Early Childhood: Musical Lives of Young Children” by John W. Flohr with the following contributing authors: John Feierabend, Diane Persellin, Joanne Rutkowski, Valerie L. Trollinger, and Sandra Trehub.

Description submitted by the author:

The book is a result of the author’s 30+ years teaching and research. In addition, four internationally known music educators and one developmental psychologist contribute to the overview of music for young children. The book is based on the belief that the nurturing of children’s musical interest is of great import to children’s development and their emotional lives. It is part of the Prentice Hall mini-series edited by Richard Colwell. The book uses an innovative approach to music for young children using research findings to determine and substantiate good practice.



Calls for Proposals

ISME EARLY CHILDHOOD
COMMISSION CONFERENCE
ELS MÓNS MUSICAL DELS INFANTS
(The Musical Worlds of Children)
JULY 5-10, 2004
Barcelona, Spain
Escola Superior de Música de Catalunya

The aim of this conference is to share and disseminate the newest ideas regarding research and pedagogical practices in early childhood music, acknowledging and embracing the multiple ways music is experienced and investigated. The Commission invites the submission of research and position papers, posters, & workshop proposals related to the musical worlds of young children. Suggested topics include:

Content:

What constitutes children’s musical worlds?

Context:

How do time, place, circumstances and people influence children’s musical Worlds?

Culture:

How does regional, ethnic, and historical culture influence or define children’s musical worlds?

Cognition:

How does thinking and understanding occur in children’s musical worlds?

Curriculum:

How do / should adults design learning environments to teach to children’s musical worlds?

Core:

How do children’s musical worlds influence their humanity or way of being?

In an exploration of mutual interests with the Education of the Professional Musician Commission, who will be joining with us for a portion of the conference, we are also inviting proposals that address "Cradle and CareerConnections." Suggested topics include:

Partnerships:

What do models of collaboration between groups of professional musicians and families/ Institutions with young children look like?

Past and Present:

How do professional musicians describe the impact of their early experiences?

Prodigies:

How do we best meet the needs of the exceptionally talented child who is developing into a professionally classified musician?

Practice:

What innovative strategies can professional musicians best utilize for meaningful educational interactions with young children?

Professions:

How can musicians, music teachers, and music researchers benefit from each other in our mutual concern about the musical worlds of young children.

Presentation Sessions

Proposals will be reviewed by the Commission. Final selection will be made based on quality, relevance to the conference topics, and geographical representation. Finances permitting, one author of each accepted presentation session will be the guest of the Commission (room & partial board provided).

Proposals may also be submitted for presentation in a Commission Session at the ISME 2004 World Conference in Tenerife, Canary Islands. Please indicate according to item 3 below.

Poster Sessions

Works-in-progress and works better suited to more intimate presentation may be submitted as poster session proposals. Suggested organization listed above should be followed. Indicate format preference according to item 3 below. We regret that gratis room and board cannot be offered for poster presenters.

If the Commission receives more high-quality presentation session proposals than can be accommodated in the limited time frame, proposals of merit not chosen for sessions will be invited for presentation in poster format. All accepted sessions and posters for the Barcelona conference will be invited to present their work in poster format at the World Conference in Tenerife. Groups of papers addressing a relevant theme may be submitted as symposia. Presentations featuring multiple cultures and paradigms are especially encouraged.

1. Papers are not to exceed 2000 words in length; abstracts are not to exceed 200 words.

2. Papers and abstracts must be typed in Times New Roman font size 12, and single-spaced, and include the following components:

*Papers/Posters reporting research:

(a) Background, (b) Aims, (c) Method, (d) Results, (e) Conclusion.

*Papers/Posters on models of practice or on philosophical issues:

(a) Background, (b) Theoretical Framework, (c) Main Contribution, (d) Implications.

*Workshop descriptions:

(a) Background, (b) Theoretical Framework, (c) Method, (d) Presentation Plan.

Examples and further descriptions are available at ECME link at www.isme.org

3. On a separate cover sheet, include the name, position and complete address, including telephone and Fax number and Email address of the person(s) submitting the paper, workshop, or poster (indicate which format). Also indicate to which conference(s) you are submitting with either ONE or BOTH of the following statements:

"This paper (or poster or workshop) is submitted for consideration for

ISME Early Childhood Conference
'Els Móns Musical Dels Infants' (The Musical Worlds of Children),
Barcelona, Spain, July 5-10, 2004"

AND / OR

ISME Early Childhood Commission
Session at the 2002 World Conference
in Tenerife, The Canary Islands, July
11-16, 2004"

4. Any indications of authorship should be removed from the text of the paper. A brief title of the paper must appear at the top right corner of each page in the paper.

5. The full text and abstract in English must be submitted electronically as an MS Word attachment to: <custodero@aol.com>.

6. If a video of more than 5 minutes is to be used, one copy of the video recording in VHS format must be submitted, mailed to the address below. If a video of less than 5 minutes is to be used, a written description of

the video should be included with the electronic submission.

7. Papers and posters must not have been submitted or published elsewhere.

8. It is a condition of acceptance that the author will present the paper in person and he/ she will attend the entire conference.

9. It is also a condition of acceptance that the copyright is vested in the International Society for Music Education.

10. Everyone attending ISME Conferences must be members of ISME (membership information is available at www.isme.org).

11. Presentation of the paper will be in English unless the Presenter makes prior arrangements with the Commission at the time of acceptance to present in another language with the assistance of an interpreter.

12. Papers must be received no later than 15 September 2003. Notification will be sent out by January 15, 2004.

Proposals not adhering to these guidelines will not be considered.

For inquiries and further information, please contact the Early Childhood Commission Chair:

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People who wish to attend the Conference and are not making presentations will be welcomed. To place your name on the ECME email list, or for updated information, contact the ISME Early Childhood Chair (above) or your regional representative (available at www.isme.org).

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of any address change!

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<http://www.auburn.edu/ecsrig>