

## The Author

*John W. Flohr*, Professor and Coordinator of Music Education, School of the Arts at Texas Woman's University. Dr. Flohr is president of the Texas Music Educators Conference and president of the Texas Coalition for Music Education. He is a performing musician, a Fullbright Senior Specialist, a recipient of the Association of American Colleges and Universities Faculty Fellowship, and has authored publications of research, books, videos, audio recording, and computer programs. Dr. Flohr gained experience with young children through his teaching for over 30 years, three children, and one grandchild to date. His research and writing has focused on music education, neuroscience, and early childhood education. His professional interests include arts education, establishing links among disciplines, the interface between education and music education, and the role of music in the development of our children. Dr. Flohr has given presentations to many state, national, and international conferences. He received his undergraduate degree at Hamline University, St. Paul, Minnesota and the master's and doctorate in music education from the University of Illinois-Urbana. Previous academic appointments include the Illinois public schools and the University of Illinois.

## Contributors

*John M. Feierabend*, Professor of Music Education and Director of the Music Education Division at The Hartt School of the University of Hartford. He contributed several pages of activities from his publications. He is a Past-President of the Organization of American Kodály Educators. He has received numerous awards and grants and was the first American recipient of the international LEGO Prize that is given annually to someone who has made distinctive contributions to the conditions under which children live and grow.

*Diane C. Persellin*, author of chapter 2, is Professor and Coordinator of Music Education at Trinity University. She has presented workshops and keynote addresses in early childhood music at conferences and universities across the country and in South Africa, Japan, Korea, Granada, and Thailand. Her research deals primarily with how young children learn music most effectively and has been published in chapters of books and in the *Journal of Research in Music Education*, *Update*, *Music Educators Journal*, *Teaching Music*, *Early Childhood Connections*, and *Texas Music Education Research*. Currently, she serves as a volunteer music teacher at a local Head Start Center and is on the editorial board of *General Music Today*.

*Joanne Rutkowski*, coauthor of chapter 9, is Professor and Coordinator of Music Education at Penn State. She has taught general and choral music, grades K-8, in Ohio and New York. She also provides music experiences for 3-, 4-, and 5-year-olds at a day care center on the Penn State Campus as well as for a mixed aged group of young children and their parents at the State College Music Academy. Dr. Rutkowski's prime professional interest and her research has focused on the nature of children's singing voices and techniques and materials for helping the problem singer in a classroom setting. Dr. Rutkowski is currently Eastern Division representative to the MENC Executive Committee of the Society for Research in Music Education and Chair of the PMEA Research Committee.

*Sandra Trehub*, author of chapter 4, is Professor of Psychology, University of Toronto. For several years, she has been studying music perception in infants and young children, with the goal of identifying biological predispositions for music. In addition, she has documented the songs that mothers and fathers sing as well as their manner of singing when interacting with infants. Dr. Trehub has published more than 100 articles in scientific journals and her work is featured in television documentaries and magazine articles. For the most part, she conducts her research in the laboratory, but she also records musical interactions between mothers and infants in their own homes. From time to time, Professor Trehub travels to remote villages around the world to observe the role of music in the family and community.

*Valerie L. Trollinger*, coauthor of chapter 9, an assistant professor of music education at the University of North Carolina at Greensboro, and has also taught at Indiana University, Indiana State University and Case Western Reserve University. The daughter of a professional singer, Dr. Trollinger studied voice performance with several voice teachers through graduate school, vocal pedagogy with Paul Kiesgen, and research procedures for child voice with Moya Andrews. Dr. Trollinger's teaching experience includes general, choral and instrumental music for grades K-12 in a number of public schools in Southeastern Pennsylvania for 12 years, and she also taught voice and bassoon privately. She has performed professionally as a bassoonist with a number of orchestras in the continental US and Europe.