Join us! The Perception and Cognition Special Research Interest Group will hold its biennial meeting on March 9 as part of the MENC National In-Service Conference in Washington, D.C. The session will feature presentation of two new research studies as well as election of a new SRIG Chair-Elect.

The featured studies this year will highlight research in both the instrumental and vocal area. First, Dennis Vincent of Boston University will discuss “Identifying Errors in Band Performance.” Of interest to choral educators, Randall Moore of the University of Oregon and Jan Killian of Texas Women’s University will consider “Perceptions of Select Boy vs. Girl Soli and Choirs by Children and Adults.” Summaries of both presentations are included elsewhere in this newsletter.

The interest in reading, conducting and sharing research continues to grow within the music education community. For this year’s SRIG meeting, a number of fine proposals were sent in for consideration. For the first time, proposals were sent out for a blind review by a blue-ribbon panel of past SRIG chairs.

So join us on March 9th. Our session will begin at 4:30 and is open to all interested conference attendees.

**SRIG Election**

As part of the upcoming meeting, attendees will have the opportunity to vote for SRIG National Chair-Elect. Nominations were received for the following candidates:

**Roy Legette** is Assistant Professor of Music Education at the University of Georgia. He received the Ph.D. in Music Education from Florida State University after teaching for seven years in the California public schools at both the elementary and secondary levels. Dr. Legette’s teaching responsibilities at Georgia include courses in Elementary Music Methods and Student Teacher Supervision. His research interests include music instruction and student self-concept, student motivation and achievement, and factors that influence teaching effectiveness.

**Peter A. McAllister** joined the music education faculty at Ball State University in 1995. Dr. McAllister has taught general music (K-12) for 5 years at public schools in Ohio, Ontario and Quebec. For over 15 years he has taught at the university level, including the University of Toronto, McMaster University, McGill University and Kent State University. He received his Ph.D. from Kent State University in 1995. He has published articles in Contributions to Music Education, the Journal of Band Research and the Journal of Research in Music Education. In 1997 he was appointed Research Chair for the Indiana Music Educators Association and in 1998 was appointed to the Music Educators Journal editorial board. He is also on the editorial board for the Journal of String Research and the national advisory board for the Technology Institute for Music Education. His research interests include motivation theory and applications of technology to music learning.
Abstracts of Featured Studies • SRIG 2000

Identifying Errors in Band Performance

Dennis Vincent - Boston University

The primary research questions of this study were: (1) Is previous musical experience significantly related to ability to identify band performance errors? (2) Is one’s major performance instrument significantly related to identifying these errors? and (3) Are there significant differences in the ability of different groups of musicians to identify errors played on different instruments? Eighty-one undergraduate music majors participated in this study. After completing a musical background questionnaire, a revised version of Ramsey’s Test in Error Detection (TIED) was administered. Eight analysis of variance tests were applied to the data at the \( p < .05 \) level of significance.

Preferred musical style, preferred choral and instrumental ensemble size, years of music theory, choral and orchestral experience, and private lessons were not found to be significantly related to error discrimination. Only the number of years of band ensemble experience was significantly related. Band instrument players were significantly better at identifying errors than other music majors. They were also significantly better at identifying errors on their individual instruments than other instruments within the same and other instrument families. Results support the notion that an individual’s awareness of the quality of performance on an instrument is closely associated with playing that instrument.

Please direct inquiries about this study to vincent@bu.edu

Perceptions of Select Boy vs. Girl Soli and Choirs by Children and Adults

Randall Moore - University of Oregon • Jan Killian - Texas Women’s University

For centuries boy choirs have been selected for performance of sacred music with the exclusion of girl singers. It is assumed that there is a perceptible difference between the singing voices of trained boys and girls. Researchers in this study took 20 excerpts from quality recordings of trained boy and girl soloists and choirs for comparative listening. Five girl and five boy soloists and choirs performed “Balulalow” and “This Little Babe” from Britten’s Ceremony of Carols.

Subjects were 40 nine-ten year old girls in a community choir and 40 music major university students. Perceptions of gender and quality of singers were recorded on a Form for Listening to Male and Female Singers. Results showed that choir girls perceived gender of singers with 56% accuracy and university music majors with 66% accuracy. A t-test comparison indicated a significant difference between groups (\( t = 3.325, df = 39, p = .001 \)). Girl choristers were more accurate in perceiving female than male soloists and male choirs than female choirs; they were somewhat more sensitive to the gender of soloists than choirs. University students made fewer errors perceiving male than female choirs and were nearly the same in sensing gender of soloists. While an equal number of excerpts were American and European, choir girls made fewer errors discerning American singers and university students fewer errors on European singers. These data suggest that perceiving trained boy and girl singers in a blind situation may be a more difficult task than centuries of tradition might have led us to believe.

Please direct inquiries about this study to moore@oregon.uoregon.edu

MENC 2000 • SRIG Schedule

Thursday, March 9

Creativity Thursday 9:15 - 10:15
Early Childhood 10:30 – 11:30
Gender Research 10:30 – 11:30
Affective Response 3:15 – 4:15
Social Sciences 3:15 – 4:15
Perception & Cognition 4:30 – 5:30
Learning & Development 4:30 – 5:30

Friday, March 10

History 8:00 – 9:00

Saturday, March 11

Community & Adult Music Education 8:00 – 9:00
Instructional Strategies 8:00 – 9:00
Philosophy 9:15 – 10:15
Measurement & Evaluation 9:15 – 10:15
General Research 3:15 – 4:15

Find all the conference details at: http://www.menc.org/information/mma2000/schedule/confsrc.htm

Share With the SRIG

Send any ideas, notices, announcements, abstracts and articles to: Dr. Steven Morrison, School of Music 353450, University of Washington, Seattle, WA 98195-3450. Or contact me by phone (206-543-8986) or e-mail (sjmorris@u.washington.edu).