

## Toward Tanglewood: II: Transcending Boundaries

### Claire Detels

Professor Detels teaches music history, harpsichord and early music performance, and interdisciplinary arts and gender studies courses at the University of Arkansas in Fayetteville. Dr. Detels' published works include *Music in the Western Tradition*, *William Grant Still Studies at the University of Arkansas: A 1984 Congress Report*, and *Soft Boundaries: Re-Visioning the Arts and Aesthetics in American Education*. Her articles on interdisciplinary arts, aesthetics, and late 19th-century Italian opera have appeared in *The Journal of Aesthetics and Art Criticism*, the *Yearbook of Interdisciplinary Studies in the Fine Arts*, *The Opera Journal*, and *The International Dictionary of Opera*. Dr. Detels is highly active in teaching and curricular reform, particularly in the area of interdisciplinary arts and aesthetics. She currently serves as Co-Chair of the Committee on Aesthetic Education for the American Society for Aesthetics and as Vice President and Board member of the Arkansas Music Educators Association, and as a member of the international Mayday Group for curricular reform in music education.

### Donna Brink Fox

Professor Fox is Eisenhart Professor of Music Education at the Eastman School of Music and the Interim Senior Associate Dean for Academic Affairs. Dr. Fox, an international early childhood music consultant, has received numerous teaching awards, including the Eisenhart Award for Excellence in Teaching, Outstanding Alumni Award, Ohio University School of Music and Ohio University College of Fine Arts, and Parents Choice Approved Award for recently published curriculum materials for teaching music to young children. Dr. Fox has presented workshops and clinics throughout the U.S. and Australia. Invited papers and presentations include those for Chamber Music America, MENC, ISME, NYSSMA, MTNA, Regional Music Therapy Association, AOSA, Bowling Green Symposium, and Suncoast Music Education Conference. Articles on music education have appeared in *Current Issues in Music Education*, *Psychomusicology*, *Music Educators Journal*, *American Music Teacher*, *Quarterly Journal of Music Teaching and Learning*, *General Music Today*, and *International Journal of Music Education*. Co-author of computer software package *TONEY Listens to Music*. Contributor to *Suzuki World*, *Children's Music Workshop*, and *Music and You*. She is on the editorial board of *Psychomusicology*.

### Sally M. Reis

Dr. Reis is Department Head and a Professor of Educational Psychology at the University of Connecticut where she also serves as Principal Investigator of The National Research Center on the Gifted and Talented. She was a teacher for 15 years, 11 of which were spent working with gifted students on the elementary, junior high, and high school levels. She has authored more than 100 articles, eight books, 30 book chapters, and numerous monographs and technical reports. She has traveled extensively across the country conducting workshops and providing professional development for school districts on enrichment programs and gender equity programs. Dr. Reis is co-author of *The Schoolwide Enrichment Model*, *The Secondary Triad Model*, *Dilemmas in Talent Development in the Middle Years*, and *Work Left Undone: Choices and Compromises of Talented Females*. Sally serves on the editorial board of the *Gifted Child Quarterly*, and is a past-president of *The National Association for Gifted Children*.

### Joseph Renzulli

Dr. Renzulli is Professor of Educational Psychology at the University of Connecticut, where he also serves as Director of the National Research Center on the Gifted and Talented. His research has focused on the identification and development of creativity and giftedness in young people and on organizational models and curricular strategies for total school improvement. A focus of his work has been on applying the strategies of gifted education to the improvement of learning for all students. He is a Fellow in the American Psychological Association and was a consultant to the White House Task Force on Education of the Gifted and Talented. He was recently designated a Board of Trustees Distinguished Professor at the University of Connecticut. Although he has obtained more than \$20 million in research grants, he lists as his proudest professional accomplishments the UConn Mentor Connection program for gifted young students and the summer Confratute program at UConn, which began in 1978 and has served thousands of teachers and administrators from around the world.