

# EDITORIAL

By

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This issue of *Visions of Research in Music Education* presents views on music curriculum and music teacher preparation. Marja Heimonen and David G. Hebert explore the issue of minority rights in music education. Informed by social and legal philosophy, they take an interdisciplinary approach to consider the balance between a universal good and the rights ethnic minorities have to the study of music of their own culture. Looking specifically at the minority peoples of Maori and Pacific Islanders in New Zealand, Zainichi Koreans and Okinawans in Japan, and Native Americans in the United States they argue for a discursive view on rights to one's own music based on the ability to define what one's own music might be.

*Musikdidaktik* is the subject of Cecilia Ferm Thorgersen's article. In this model, students learn about teaching by exploring the practical, theoretical and philosophical tensions that define music education. The author investigates the perspectives of students participating in a curriculum grounded in Musikdidaktik. She found that the curriculum produced instances of authentic and holistic learning, traits she found to be desirable in teacher preparation programs.

This issue also addresses two separate but related issues. Alice J. Feret and Judith J. Smith researched the application of literacy skills by preservice music teachers to ascertain whether teaching such skills contributed to the growth of the preservice music teachers. Frank Abrahams and Daniel Abrahams applied reciprocal teaching, an approach from the language literacy domain, to research the acquisition of these strategies to develop musical understanding among high school students in performing ensembles. Feret and Smith had their preservice music education students develop music lessons that featured listening, reading or writing strategies in order to see how working with those strategies would inform their abilities to observe student behaviors in music classes at elementary, middle and high school levels. Analysis of the data revealed that the preservice teachers were more confident in their practice and noted improved levels of musical performance from the children the preservice music teachers taught.

Abrahams and Abrahams used questioning, clarifying, summarizing, predicting and connecting as strategies from the literature on reciprocal teaching, in high school orchestra and choir rehearsals. Their question was to investigate the efficacy of these strategies to enhance students' abilities to make meaning of the music they were performing. They report positive outcomes in both ensembles.

With the kind permission of Gregory DeNardo we are happy to reprint Wayne Bowman's article, "Universals, Relativism and Music Education," which originally

appeared in the *Bulletin of the Council for Research of Music Education*, in 1998.