



Title: Guest Editorial: Indiana Symposium on Research in Social Psychology of Music, Part II

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Source: Schmidt, C. P. (1995, Spring). Guest editorial: Indiana symposium on research in social psychology, Part II. *The Quarterly*, 6(1), p. 3. (Reprinted with permission in *Visions of Research in Music Education*, 16(6), Autumn, 2010). Retrieved from <http://www-usr.rider.edu/~vrme/>

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Guest Editorial: Indiana Symposium On Research In Social Psychology Of Music, Part II

By Charles P. Schmidt
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The articles appearing in this issue and the Winter 1994 issue of *TQ* are drawn from the 21 invited and refereed papers presented at the Indiana Symposium on Research in Psychology of Music in May, 1993. The two issues of *TQ* represent an excellent cross-section of the primary streams of current research in social psychology of music in that the contents range across attitudes and preferences, performance anxiety, motivations, self concept, individual difference variables and social cognition.

The articles presented in this issue address five distinct areas: the personality and psychosocial characteristics of music education majors, the dynamics of one-to-one interactions in music instruction, motivation of string students, individual differences in representation of music and relationships among sight reading achievement and learner variables. In the first article, Martin Bergee and John Grashel examine Erikson's psychosocial development model within a sample of undergraduate music education students drawn from two universities. They compare their results with published norms for the *Measures of Psychosocial Development*. In the

second article, Estelle Jorgensen presents a detailed theoretical model of one-to-one interaction between teacher and student. As part of a series of studies relevant to interpersonal communication and decision-making in applied music instruction and small group instruction, Jorgensen elaborates on the role of student-teacher choice. In a study of non-music majors' responses to music, Joyce Eastlund Gromko focuses on individual differences in invented iconographic and verbal representations of music. She specifically examines qualitative differences in the content and effectiveness of these representations in retrieval of musical information. Greg Hurley's article investigates the factors influencing motivation of string students. Based on interviews with 21 students, Hurley compares responses of first year, continuing students, and dropouts as to their sources of motivation and attribution of success in playing a string instrument. Finally, Eloise Kornicke examines individual differences in sight reading achievement by advanced level pianists. Kornicke presents data concerning pianists' sight reading experience, aural imagery, personality characteristics, field dependence-independence, locus of control, and gender as predictors of sight reading achievement.



Charles P. Schmidt is Professor of Music, Indiana University. His research interests include individual differences, applied music instruction and voice therapy.