

EDITORIAL

Looking Back - Moving Forward

by

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With this double issue, *Visions of Research in Music Education* celebrates its 10th anniversary. Such an occasion is always cause to reflect on the past and to look forward to the future. Beginning as an idea by Bill Berz at Rutgers University, the journal has published an eclectic collection of research by a cast of international scholars. *Visions* have had several theme issues. The first was dedicated to student research and included initial publications by rising stars at New Jersey institutions of higher education. Under the capable editorship of Bill Berz and then Cecil Adderley, the readership increased beyond the boundaries of the State of New Jersey.

Visions of Research in Music Education moved from the server at Rutgers to one at Rider University, where the music education faculty at Westminster Choir College, the school of music at Rider University, took the reigns as senior and associate editors. Their first efforts produced the second theme issue - one devoted to Critical Pedagogy for Music Education. Not only was this the first issue centered on a particular topic, it was the first issue to include invited pieces. Richard Colwell's lead article set the tone for that issue. Thomas A. Regelski's article (also an invited one) launched the beginning of a practice to publish historical reprints - articles or book chapters that appeared in now "out of print" publications. Articles by Patti O'Toole, Liora Bresler and Roberta Lamb have been valued pieces in that series, and the editors hope that the readership has found them to be interesting and a valued source for materials from the pre-Internet era. Volume 8 introduced the first piece of narrative research. In a separate section called Narrative Voices, the readership was introduced to an emerging research paradigm.

Volume 9/10 is a double issue of *Visions of Research in Music Education* and includes topics on a variety of subjects. The positive influence that teachers believe music education has on students and schools is the subject of the lead article by Carol Frierson-Campbell. This article suggests that there is no agreement among general, choral and instrumental teachers. Cathy Benedict provides a contrasting view point by suggesting that the acts of resistance we ask our students to consider often collide with the "real life" narratives that are often present in teacher preparation programs. She suggests that if the inherent contradictions are not addressed, the acts of resistance can serve to perpetuate

and reproduce the very systems these acts question and challenge. Christian Bernhard and Jennifer Mishra discuss student issues, including burnout among both music and non-music majors and the ability to memorize and its correlation to perceptual learning modalities respectively. Music educator Cédricia Maugars describes research from France that examines how one may assess the transfer of knowledge in courses that are taught over short periods of time. David Knowlton examines the problem of cognitive overload caused by tasks students are assigned in aural theory. Finally, Joseph Abramo applies Bourdieu's concept of symbolic violence to expose the ways that school band literature perpetuates inequalities of racial inequities in society.

Looking to the future, Volume 11 will include the first book review – a thoughtful critique of the new *Handbook of Research of Arts Education*. While personnel on the editorial board has changed over the 10 issue life of *Visions of Research in Music Education* their commitment and dedication to the importance of the journal is worthy of acknowledgement. We are grateful to Bill Berz, Cecil Adderley and Nancy Cooper who with Frank Abrahams were the founders. Diane Falk and Lili Levinowitz were among the members of the early editorial board. Current members Carol Frierson-Campbell, Brent Sandene and Patrick Schmidt have worked tirelessly on recent issues. Eric Haltmeier has served as technical consultant throughout the journal's tenure at Rider University. PJ Heckman served as his assistant. Undergraduate Juliann Dowell contributed the current web design and Westminster graduate student Emily Capece has assisted with the copyediting. To all of those, the editor offers appreciation and thanks.

Visions of Research in Music Education is the on-line journal of the New Jersey Music Educators Association – the state affiliate of MENC- The National Association for Music Education. As we move to the future, it is the hope that our colleagues will continue to submit articles for publication and that they will encourage their colleagues and students to submit articles as well. Our desire is to continue our series of historical reprints, to add book reviews and to grow our vision for research in music education as a valued and respected peer-reviewed journal in the profession.

Acknowledgement

The members of the editorial board of *Visions of Research in Music Education* thank Teachers College Press for permission to reprint Roberta Lamb's article.