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### Editorial Volume 38

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**EDITORIAL**

by

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This issue opens with a case study of three elementary school music teachers who taught the ukulele to their students. Author Grace Doebler interrogated the factors influencing participants while creating ukulele group lessons and the perceptions of students' interest in learning to play the instrument. While each teacher used the ukulele in slightly different ways, common themes emerged. The most common was creating community among the ukulele players and using the ukulele to teach core musical concepts.

Amanda Ellerbe interrogates the potentials of artistic citizenship to frame music education by examining the writings of Elliott and Silverman. She suggests extending the concept to include its potential for communitarian citizenship in and through music education. She posits an extension of artistic citizenship to account for philosophical arguments that engaging with music might help develop empathetic skills. Her study synthesizes an understanding of the relationship between empathy, citizenship, and music education to support a pedagogy of empathy that informs acts of artistic citizenship.

Investigating the transition from doctoral student to college professor, Christa Kuebel, Heather Waters, and Christina Svec formed an academic support group. Through memos, journaling, and self-reflection, they documented their experiences. The importance of peer-mentoring emerged as the principal theme.

In his article, Tom FitzStephens argues for music educators to privilege amateurism as a goal for music teaching in schools. Citing the Tanglewood, Housewright Symposia, the MENC publication *Vision 2020*, and several articles in the *Music Educators Journal* by John Kratus, FitzStephens proposes four themes that support amateurism as a primary goal. Lifelong music learning for all ages, a curriculum that includes all styles of music, including popular music, using new technologies for teaching in the classroom, and more diversity in music teacher training.

With this issue, Marissa Silverman and I turn the responsibilities of senior editorship to Joseph Abramo and Cara Bernard at the University of Connecticut. The journal will move to UConn servers and will have a more updated and contemporary look. Correspondence should now go to the new team at [vrmejournaleditors@gmail.com](mailto:vrmejournaleditors@gmail.com). We thank our authors, members of the editorial board, and readers for their long-time support. We wish Joe and Cara continued success as they take the journal into its next phase.