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Editorial

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EDITORIAL

By

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It is early fall in the United States and the time when children and their teachers return to school for the new academic year. As school begins, it is timely that the authors in this issue of *Visions of Research in Music Education* examine the relevance of music education philosophy and music instruction across several dimensions.

The writings of Theodor W. Adorno provide the lens through which Alexandra Kertz-Welzel examines why music educators choose to become teachers. She warns that the love of music and the desire to change children's lives are idealistic goals that may lead to setting unrealistic goals and to early teacher burnout.

Stephanie Griffin studied the perspectives and experiences of 7- and 8-year-old children engaged in classroom music at school. Through narrative, she suggests that considering student perceptions, albeit very young students, provides important data to justify the relevance of the elementary music curriculum and most particularly how that curriculum influences students' daily musical experiences outside school.

In separate articles, Matthew Schatt and Wai-Chung Ho examine parent and student perceptions of the encounters their children have with instrumental music in school. Ho's research focused on the students in Grades 4-13 at Hong Kong schools and their parents. Data gleaned from surveys revealed that, although students perceived they had parental support for their learning a musical instrument, their teachers influenced their interest in music, motivation to practice, and their intent to pursue a career in music most significantly. Schatt focused on home practice by junior high school students. Through semi-structured interviews, he learned that students considered contemporary music selection, playing tests, and parental involvement to be the essential motivators to practice. Parents and students believed that home practice was solely the child's responsibility.

On another topic, Kruse examined two school-university partnerships to explore the challenges and possibilities in the partnerships. Using a case study qualitative research design, he investigated the perceptions of preservice, novice teachers and their cooperating teachers who mentored the preservice teachers relative to the partnerships. Findings from observations, e-journals, and reflective writing prompts indicated that the school-university partnerships were essential features in the university students'

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occupational socialization and in the conservation of cooperating teachers' calling to teach.

We are pleased to include a historical reprint of *Teaching Instrumental Music* completed in 1972 by George L. Duerksen for MENC, now the National Association for Music Education (NAfME). The report reviews studies on a variety of factors that influence instrumental music education. These include choosing an instrument, readiness for instrumental music instruction, instructional methods, technology, and the outcomes of instruction. In one section of this report, Duerksen examined research on parental involvement within the context of motivation, reward, and punishment. The research indicated that positive reinforcement from parents appears to be more successful than threats or punishment in encouraging students to learn a musical instrument. Like Ho, Duerksen found that the teacher played a significant role in the area of student motivation. In another section, Duerksen discussed literature regarding why students drop out of instrumental instruction. It is interesting to note that Duerksen mentioned parent involvement or lack thereof in his discussion of literature.