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Editorial

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EDITORIAL

by

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At a time that challenges music educators to rethink teaching modalities and convert music teaching from face-to-face instruction to remote course delivery, researchers in this issue have turned inward, looking back at urban education, the impact of Title IX on women's participation in marching bands, how teachers make instructional decisions and what factors contribute to happiness and gratitude among music educators.

Elizabeth Bucura frames the issue with her examination of excellence as an ideology in music education. She discusses music education traditions as they impact ensembles and how they align with broad conceptions of musicianship and diverse musical successes toward lifelong musical engagement. Her focus is on four facets of competition in music education: becoming the best, visibility, preoccupation with the outcome, and resistance to change. She then relates them to the responsibility of music teaching to develop musicianship and encourage lifelong musical engagement. Focusing the issue more narrowly, Daniel C. Johnson, Wendy Matthews and Kristin Harney identify the factors that influence pre-instructional decisions (Johnson & Matthews) teachers make, and music integration in the preparation of pre-service elementary classroom teachers (Harney). Johnson and Matthews examine pre-instructional decision-making from the perspective of expert music teachers to uncover which factors have more influence in pre-instructional decision-making and what are the differences in terms of teacher characteristics.

They found that performance-based teachers ranked the influence of their own musical activities higher than the classroom teachers' rankings. Kristin Harney presents survey research to examine teacher educators' perspectives regarding music integration in their music methods courses for classroom teachers. She found that most respondents indicated that they integrated music with other areas of the elementary general curriculum but noted that lack of faculty interest or expertise limited prioritizing music integration in their coursework.

Examining changes in practice and perception, Michquelena Potlunas Ferguson reports her investigation of the experiences of the first women to participate in the Penn State Marching Blue Band, a band at one of the Big 10 Universities in the United States as a result of Title IX. In the United States, Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. It states that no person shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. She notes the hostility and exclusion on co-educational college campuses and the importance of student-based advocacy for the advancement of women's rights. Similarly, Carol Frierson-Campbell, Constance L. McKoy, and Nicole R. Robinson present a content analysis of publications from 2006-2015 that addressed urban contexts. They note the need for a collective way for the field to direct discourse and practice toward challenging existing perceptions of urban places and people who inhabit them as part of all music educators' collective work.

This issue also includes an investigation of folk musicians as teachers in music programs in Greece by two high school music teachers – Aristidis Apostolis and Antonis Ververis. The researchers studied the teaching methods of a 70-year old santouri (hammered dulcimer) player. The study's specifics concerned how the context of an organized music lesson impacted how a

folk musician of a past generation transmitted his art to the pupils they taught. Their goal was to find methods that might help younger music teachers tutoring students on musical instruments.

Similarly, Justine Pomerleau-Turcotte, Sala, and Dubé examined the teaching of musical dictation in studio settings. Their findings show that dictation teaching is more common among piano teachers, more experienced teachers, and teachers affiliated with an examination board. They also found that teachers eliminated teaching dictation due to constraints of time.

Moreover, as the world health crisis challenges everyone's emotional well-being, our issue concludes with two different but informational studies. In the first, Theocharis Raptis investigated children's ability to monitor their emotions, regulate their behavior, recognize different emotions, and examine the importance of emotional competence in children's lives. Hoping to strengthen the emotional competence of kindergarten children, the results suggested that the students could not control their behavior or relationships with others. The research design, however, might be appropriate for additional study. In the second, H. Christian Bernhard II compares perceived happiness and gratitude levels of music teachers by grade level taught, certification status, and teaching area. His results indicated that high school teachers reported higher engagement levels than others, and middle school teachers reported lower levels of gratitude than others. Instrumental music teachers and those who teach in a combination of areas reported higher levels of meaning and engagement than choral and general music teachers.