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A New Vision

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A New Vision

By

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The Editorial Board of *Visions of Research in Music Education* is excited to present this VRME - Special Edition, an issue dedicated to peer-reviewed student research. We believe that the articles submitted by these authors demonstrate their ability to present research to others and introduce themselves to the greater music education community. It is my hope that after each of you read this special issue that you will reflect on what we as music educators have accomplished, and the goals we must strive for to move the field forward in an ever changing society.

As the field of music education continues to expand, it is important for our researchers to look inward and identify the areas where we should strengthen our own teaching so that we may help the students enrolled in our classes. It is imperative that these students, both present and future music educators, meet the needs of music learners in the classrooms of tomorrow. We, the music education researchers, must also keep the lines of communication open between teachers and administrators who provide some of the vision that affects how we approach future research and define programs of study. Our future research should offer suggestions to improve music education in the classrooms of our nation, while providing alternative applications for unique settings and much needed assistance to those professionals who think "outside the box." Both teachers and administrators should work toward common goals that will improve music teacher education. Clearly, one should not move in new directions without keeping the other informed of their intentions. If we strive to communicate more effectively, then the implementation of any program or research project will be a seamless process.

It is also important that we promote music making and music learning at the local level. If music is supported at the local level it can only help our cause as we assist others in improving music learning through research. As our field moves forward and establishes standards for arts education, we can also point to music programs that have struggled to survive, and in return, hinder music learning. If more of the research that supports music education were reviewed by individuals at the local level who provide funding for music in our schools, then it is likely that more programs would succeed.

This issue of VRME provides us with an opportunity to reflect on what has been presented by some authors who may see our world filled with various possibilities as music education enters a

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time of challenges and changes. Perhaps, the contributions of these writers will serve as the critical first steps in meeting some of these challenges and provide us with a roadmap to stimulate change.

Additionally, the editorial board hopes that each issue of VRME will continue to offer researchers a viable outlet for them to disseminate their findings as many institutions of higher learning begin to embrace electronic publication. At present, many authors search for the appropriate traditional print journals for their work, but are finding that many publications, due to limited budgets, are now being offered in web-based formats. The NJMEA (New Jersey Music Educators Association), Rutgers University, and the Editorial Board of VRME are committed to providing a quality peer-reviewed journal. It is our intention to continue to produce this publication in a web-based format as a service to all who may benefit from its content.