

## EDITORIAL

The number of online-journals in music education has increased during the last years. Keeping up with issues and focuses has become difficult even for higher education teachers and researcher let alone with all appearing articles. If we, in spite of all this, step ahead with another journal it is because we want to fill an existing gap. Empirical studies of any kind so far faced hurdles to being present outside the English speaking countries. Language barriers, unfamiliar editorial practices, and a different orientation of topics make it difficult even for experienced researchers and more so for novices in the field to publish in English, American, or Australian journals.

Therefore, *bulletin of empirical music education research (b:em)* – to be pronounced „beh-emm“ – pursues two objectives. One is to present a stage in and beyond the German speaking countries and to give room to specific topics for the East and South of Europe and Scandinavia. *b:em* will not be completely bilingual, but with more space given in the second language, which may be helpful to researchers to be perceived more widely. Thus, the bilingual title of this journal is meant as a program.

Secondly, we want to achieve this on a high level. Being peer reviewed is self-evident. The fact that we were able to be supported by international reviewers raises the quality of the publication process. No doubt: This is a high claim. However, it would not help our discipline to turn over a new leaf – but with lower standards. We admit: We had hoped for a bulkier volume. That this did not happen is due to high expectations but also due to early deadlines. Several papers were given back to the authors for revision and will appear in a later volume. We will try to find a reasonable standard and hope that the scientific community will find this to be true.

*b:em* is open equally to quantitative and qualitative papers. As much as research questions, designs, and methods will differ so will the styles of presentation suitable for the respective paradigm followed. Diversity will be a characteristic feature of this journal. This volume opens with a paper by Markus Buring. Putting questions and giving tasks in the classroom is a key issue to the enhancement of teaching in other subjects. In music education we have just started on this, theoretically and empirically. This paper will take an important step forward.

*b:em* will feature scientific papers and book reviews in every issue. Preparing this issue it became clear that not all contributions can be assigned to these categories. Following other journals there will be space for documents or documentations that contain (so far) no research question or are not methodologically elaborated but may become relevant to the discourse in our field. Interviews led by Reinhard Kopiez and Luisa Rodehorst-Oehus fall in this category and are open to discussion.

In loose order there will be special editions on specific topics evolving from the debate. An issue on instrumental instruction in schools is planned for fall 2011, a topic that has received attention (and money) in the research profile by the Federal Ministry of Education and Research in Germany (BMBF). We ask you to bear this deadline in mind.

This journal has gained generous support: Without the budget provided by the German Research Foundation (DFG) the technical and logistic requirements would not have been met. Bremen University and the State and University Library have given good advice. Various colleagues in the Scientific Advisory Board have answered questions – the list of names is accessible from our web page. Although short termed friendly reviewers have joined the work. Special thanks goes to our editing team, Heike Gebauer and Anne-Katrin Jordan, who kept track of things and diligently helped this first issue to succeed. Thanks to all mentioned above.

Of course, such a project starts with wishes. We are thankful for all future contributions, from which this journal will live by, but also for comments on the general outline and editorial matters. The next issue will be out October 1<sup>st</sup> 2010; the deadline for papers is June 1<sup>st</sup>.

Andreas Lehmann-Wermser

*Electronic Version:*

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