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## Editorial:

The *Bulletin of Empirical Music Education Research* is starting its second volume – reason enough to have a short look back. That we were able to come out with three volumes is owed to many people – and especially one institution. The initial grant by the German Research Foundation (DFG) made the start possible that is up to the standards of reviewing and editing. This is not self evident, because small subjects that do not belong to the core subjects find it oftentimes difficult to participate in the discourse and to be part of the scientific community. One can interpret the funding as the objective of government agencies to include the subjects “beyond PISA” – still a key question in European countries (and beyond). This is a great possibility and a terrific chance for music education; rear more about that in the context of the call for paper below.

But this journal would not have been as successful as it is now without the effort of the editorial team, namely Anne-Katrin Jordan and Heike Gebauer. They dealt with papers, reviews and the website updating; at the end of this year this is an opportunity to give special thanks to them.

Thanks are owed also to the many national and international colleagues, which have contributed behind the scene as critical reviewers – anonymously as it should be in a peer reviewed journal. They shared their advice, and oftentimes within a short period of time. This, too, is new for the community.

Of course, a new journal has to face difficulties. We would like to publish more contributions from a large variety of fields. The dynamics and changes of the concept can be seen by the fact that we will open up a new category for reports on conferences.

This edition features three papers.

- *Frauke Hess* has studied youth’s perception of music teaching in German schools. Her study that offers new ways in gathering data makes her suppose that music teaching (at least in High Schools [Gymnasium]) works “exclusive” in the sense that youths with positive experiences with music are attracted, the others are turned off. If one shares this supposition that leads to critical questions to practitioners and music educators as well.
- *Kathrin Schlemmer* and *Mirjam James* have added a new aspect to the preference studies which have been conducted mostly with primary school children. The paper about

their explorative study deals with attitudes towards various forms of classical concerts. Its significance lies in the study of a “real” concert visit contrasting the traditional research on verbal or musical preferences to understand the refusal of classical concerts by youths.

- *Sonja Ulrich and Andreas C. Lehmann* studied the extent to which instrumental teachers are satisfied with group instruction. Using a diary study the chances of this form were focused not only its deficits compared to face to face instruction. Against the background of new methods in the context of present day school development this paper delivers an important contribution.

We ask you to kindly take notice of the following...

## Call for Papers

No other action in the field of music education during the last centuries has gained likewise attention in Germany as the instrumental instruction in primary schools. Followed by media interest and high expectations, new materials are being developed, administrative structures created, daily school routines changed and new forms of passing on music sought after. The often used abbreviation JeKI (“*Jedem Kind sein Instrument*” – “*a musical instrument for every child*”) suggests identical models. However, in reality there is diversity. Apart from the large regional initiatives as North Rhine-Westfalia and Hamburg in Germany, which are generously supported by public funding from the state, there are small ones on the community level that use other resources and follow different objectives and other paths.

Empirical music education research has profited from this development. High expectations and substantial public support call for a critical check-up, an evaluation. New topics, new research objectives and methodological challenges have produced interesting results – often funded by public programs in a so far in Germany unprecedented amount.

This causes us to dedicate the spring edition 2012 exclusively to the topic: ***Instrumental Instruction and Singing in Elementary Schools***. Many music educators presently do research projects focusing different aspects. Besides many small projects there is also the research profile of the German Federal Ministry of Education and Science. Matters of cooperation between school teachers and instrumentalists from outside have already been documented; but here also exist new perspectives and methodological approaches. Other topics like methods of teaching, neuroscience perspectives or sociological questions have hardly been discussed. The 2012 edition should reflect this width of research. Since experience and models exist outside the German speaking countries the research results should be related internationally. Therefore, music educators from other countries are encouraged to hand in papers. Of course, a category for **free papers** will be opened up additionally.

All proposals are peer reviewed in the usual fashion and should be addressed to [b-em@uni-bremen.de](mailto:b-em@uni-bremen.de). Deadline is

**December 1<sup>st</sup> 2011**

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