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## Notes from the Editor

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This second issue of RIME is dedicated as a memorial to the life and work of George Heller who served as an invaluable consultant in founding this journal, and who passed away this past July. His work, especially in historical research has been acknowledged throughout the profession, but I will use this space here to recognize his kind, mentoring gestures. My e-mail “inbox” contains scores of gracious messages from him in response to my countless “what-do-I-do-now?” queries over the four years it took to get to our present point. George’s practical, straight-ahead life approach, combined with his research, editing and publishing knowledge were generous gifts to the profession, to the journal and to me. I will always be indebted to him, and I am grateful that something at some point told me to ask him to write for the inaugural issue last year. Here’s to you Dr. Heller. Thank you; I will ever be grateful that our paths crossed.

Along with publishing work of a more traditional vein, one of the goals of RIME is to publish articles that lie somehow outside the parameters of established research—either by research design and approach, or by content and subject matter. I am happy to be presenting the second issue of RIME, and am especially pleased to be publishing four unique articles on diverse aspects of music teaching and learning.

**Bruce Gleason, Editor**

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