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## Notes from the Editor

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Welcome to the 2016-2017 issue of *Research and Issues in Music Education* (RIME). In this issue, Wendy Matthews of Wayne State University and Karen Koner of California State University, Stanislaus report on professional attributes and job satisfaction of music educators; Jonathan Bolduc and Melanie Évrard of Université Laval examine music teaching practices at the early childhood level; Elizabeth Bucura of Eastman School of Music and JulieAnn Weissberg of the Kyrene School District in Tempe, Arizona investigate elementary students' creating processes and perspectives through composition; Matthew Spieker of Ball State University investigates instrumental music educators' use of figurative language; and Phillip Payne and Frederick Burrack of Kansas State University explore the predictive ability of coursework ePortfolios on teaching effectiveness during student teaching.

Like our past issues, a review of these articles indicates that the world of music education like education in the broader scope is ever evolving. This has revealed itself personally as I have moved on from chairing the Department of Teacher Education at the University of St. Thomas to taking on the role of Director of Partnerships and Community Engagement for the university's College of Education, Leadership & Counseling. In this position, my goal is to work on understanding how the University of St. Thomas can better prepare teachers, strengthen clinical practice and other field experience opportunities, and develop and strengthen graduate offerings for in-service teachers.

My stint as a department chair gave me a glimpse of current school districts, but this current position, in which I connect regularly with superintendents, principals, curriculum directors and human resource administrators has provided me with yet another candid shot of current practices and issues within education. Along with learning about social, economic and diversity elements, a highlight of my work has been to further realize that music education holds a distinct place not only in school curricula but in the manner in which music educators regard ourselves. Not only are we teaching young people a vast amount of material, ideas, concepts and philosophies, but because we are craftspeople, we continue to delve into the subject matter itself—as music theorists, composers, performers and historians. Even if we would try, escaping the fact that we are musicians at our cores isn't possible.

And speaking of historians, in the last issue of RIME I mentioned what was then my forthcoming University of Oklahoma Press book, and which is now in print albeit with an altered (and more accurate) title, [\*Sound the Trumpet, Beat the Drums: Horse-Mounted Bands of the U.S. Army—1820 – 1940\*](#). Many thanks to the many friends and colleagues who have cheered me on these years.

And thanks to all of you for being a part of the RIME community.

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