

Notes from the Editor, 2019

Welcome to the 2019 issue of *Research and Issues in Music Education* (RIME)—the transitional issue marking RIME’s move from the University of St. Thomas in St. Paul, Minnesota to its new home at James Madison University in Harrisonburg, Virginia. We have had a good run and seen tremendous growth in RIME since its founding with the first issue in 2005 when I took a chance on what were then uncharted waters of online scholarly publishing. It is now time for RIME’s next chapter and I am pleased to report that this work will be in the capable hands of Dr. David A. Stringham in James Madison University’s Center for Inclusive Music Engagement. - B.

Gleason

In this issue, Eylem Arica of Yildiz Technical University in İstanbul reports on the opinions of violin and viola teachers using the third position as home position; Stéphanie Boisvert of Université Laval in Quebec City examines the usefulness of Curwen hand signs with preschool children; Wendy Matthews at Kent State University and Daniel Johnson of the University of North Carolina Wilmington report on instructional decision-making among choral and instrumental directors; Jennifer Mellizo of the University of Wyoming Laboratory School explores the effect of professional development on practice in world music education; Nicholas Roseth of Indiana University Bloomington investigates a tool for teachers of large ensembles for use of space and interaction; Moses Nii-Dortey and Adwoa Arhine of the University of Ghana, Legon investigate various elements of music education in Ghana; and David Sanderson of the University of South Dakota, Timothy Buzza of Augsburg University, Christopher Jannings of the Roseville, Minnesota Public Schools, Kangwon Kim of the University of Minnesota, Bryan

Maurer of Walden University, and Jonathan Soderberg-Chase of the Rochester, Minnesota
Public Schools explore the working conditions of music teachers.