

Notes from the Editor

Welcome to the 2020 issue of *Research and Issues in Music Education*. As has been the case with so many experiences over the past year and a half, this issue has been delayed in its publication due to the COVID-19 pandemic, but is full of interesting new research that we hope you will find meaningful.

As long-time *RIME* readers will know, this journal was established by Dr. Bruce P. Gleason at University of St. Thomas in 2003. Dr. Gleason served as editor until 2019, when he decided to devote time to other pursuits and sought a new home for *RIME*. In the first article of this issue, Dr. Gleason has graciously summarized *RIME*'s birth and evolution during its time at University of St. Thomas.

Our 2020 issue continues with five diverse articles. Phillip Hash (Illinois State University) examines music teacher shortages in P-12 public schools and describes solutions to address this ongoing concern. Jonathan Kladder (University of North Carolina - Wilmington) offers an autoethnographic perspective on admissions criteria and barriers that exclude prospective music teachers with backgrounds outside of Western European music traditions. Natalie Steele Royston (Iowa State University), Phillip Payne (Kansas State University), Adrian Barnes (Rowan University), and Kate Bertelli-Wilinski (University of Colorado Boulder) explore music education faculty members' and transfer students' perspectives on academic and musical preparedness for four-year music education degree programs. Danni Gilbert (University of Nebraska-Lincoln) reports on technology use in fourth- and fifth-grade instrumental music instruction and examines teachers', students', and parents' attitudes toward those technologies. Tiger Robison (University of Wyoming) describes undergraduate music education students'

expectations of and preferences for music education faculty members' personal and professional backgrounds.

I would be remiss if I did not use some of this space to thank a number of individuals who have made transitioning *Research and Issues in Music Education* to its new home a relatively smooth process. I extend appreciation to our Editorial Board, whose careful, critical, insightful, and supportive reviews helped shepherd these authors from initial manuscript submissions to the issue you are reading: Carlos Abril (University of Miami), William Bauer (University of Florida), Colleen Conway (University of Michigan), David Hebert (Western Norway University of Applied Sciences), Michael Hudson (University of Kentucky), Amy Lewis (James Madison University), Barbara Lewis (University of North Dakota), Herbert Marshall (Kent State University), Kerry Renzoni (State University of New York, Buffalo State), Mitchell Robinson (Michigan State University), Fumiko Shiraishi (Iwate University), Katherine Strand (Appalachian State University), and Jill Sullivan (Arizona State University). I also thank Meg Manahan, Associate Director for Collection Management and Services at University of St. Thomas Libraries, and members of the James Madison University community whose support and assistance made *RIME*'s transition to its new institutional home possible: George Sparks (Dean Emeritus, College of Visual and Performing Arts), Rubén Graciani (Dean, College of Visual and Performing Arts), Wren River Stevens (Associate Dean, College of Visual and Performing Arts), Amy Brooks (Executive Assistant, College of Visual and Performing Arts), Jesse Rathgeber (Founding Associate Director, Center for Inclusive Music Engagement), Grace Wilson (Head of Digital Collections, JMU Libraries), Cheri Duncan (Director of Scholarly Resources and Discovery, JMU Libraries), and Mark Lane (Digital Preservation Librarian, JMU Libraries).