

### Notes from the Editor

Welcome to Volume 17 of *Research and Issues in Music Education*. Like many other parts of our lives, production of this volume was severely delayed by ongoing effects of the COVID pandemic, as well as a variety of leadership changes within James Madison University, where *RIME* is housed, and on our editorial board.

*RIME*'s ongoing presence at James Madison University would not exist without support from Rubén Graciani (Dean, College of Visual and Performing Arts), Becca Kruse (Digital Collections Specialist, JMU Libraries), and Mark Lane (Digital Preservation Librarian, JMU Libraries). I would also like to acknowledge two long-serving members of the *RIME* Editorial Board who have recently ended their service. Carlos Abril (University of Miami) decided to step away from our editorial board to focus on increasing administrative responsibilities at his university, and Barbara Lewis (University of North Dakota) concluded her time on our editorial board in conjunction with her retirement. We thank Carlos and Barbara for their contributions to *RIME* and wish them well in their next adventures.

This volume includes four articles that we hope you enjoy reading. First, Matthew Spieker (Ball State University) documents the career of string educator Steve McNeal and frames his contributions to the profession through Bryk and Schneider's Relational Trust Theory. Philip Payne (Kansas State University) offers a follow-up study that builds on previous work examining music education majors' mental health. John Bass (Rhodes College) examines connections between narratives of formal music study and white supremacy, and reframes teaching strategies for classroom and applied teaching contexts. Finally, E. Joop van Zoelen (Radboud University Nijmegen) describes Klavar, an alternative music system, and proposes a Klavar20 extension that improves its usefulness for performers on all instruments.