Search engines capable of tracing the frequency of word usage over time can also point to patterns of emerging areas of inquiry in research. One such emergent topic in music education scholarship is empathy. Karin Hendricks and Juliet Hess delve into the epistemological assumptions that attend our understandings of empathy, moving beyond superficial or even misleading usage. Employing dialogical inquiry while addressing one another on a first-name basis, Karin considers various meanings of empathy from her vantage point of psychology; Juliet from a sociological stance. Together, they provide an engaging and transdisciplinary synthesis of this frequently cited disposition. Karin and Juliet use a hiking metaphor as a writing device, offering 14 cairns, or resting spots, as points of guidance for teachers in their quest for deeper empathic relations in the music classroom.

Many music teachers can trace the moments in which they envisioned a career in music education to productive leadership opportunities in music ensembles; others have gleaned valuable lessons of leadership to follow other pathways. Jason Cumberledge, Brian Silvey, Christian Noon, and Faith Hall focus on marching band as the context for these educative experiences, interviewing college band students about the ways that mentoring, facing inevitable challenges, and addressing interlocking social and musical aspects of the marching band setting serve as catalysts for growth. The researchers engage in phenomenological analysis to derive themes from participants’ data, characterizing student leadership positions in marching band as fruitful sites for personal and professional development.

The opening of Shakespeare’s soliloquy “What’s in a name?” comes to mind in a project asking “What’s in the title?” of a research study. Brian Silvey, Wendy Sims, Emily Edgington-Andrews, and Meghan Speed’s contribution illuminates the importance of titles as the main point of contact between reader and researcher. As research publications proliferate, and researchers’ access to diverse sources multiply, this question deserves keen attention. The researchers looked at 30 years of titles in three research journals (Journal of Research in Music Education, Journal of Music Teacher Education, Bulletin of the Council for Research in Music Education) to describe changes in titles over time as well as analyzed titles from a select year with more specificity. Professors who organize doctoral research seminars and research methodology courses in which search strategies for literature reviews are discussed as well as guidelines for creation of titles will find this study especially useful.

Philip Silvey’s study of high school students’ written reflections on music they value gives prominence to adolescents’ diverse ways of engaging with music in daily life. In the tradition of ethnographic studies of individual’s idiocultures in sound, Silvey invited high school juniors and seniors to write a 500-word essay on a musical example of their choice, asking them to select something meaningful in their lives and expand on that meaning. Silvey systematically analyzed their responses to determine which pieces they
chose and how they wrote about their significance. Those who teach adolescents or engage them in research projects will be reminded of the varied realms of meaning that music evokes.

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