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## Music educators journal

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The Music Educators Journal is a quarterly peer-reviewed scientific journal that covers the field of education. The editor-in-chief is Ella Wilcox and the academic editor is Corin Overland (University of Miami). It was founded in 1914 and is currently published by SAGE Publications on behalf of the National Music Education Association. Abstraction and Indexing Music Educators Journal abstract and indexed: Academic Premier Arts and Humanities Search Educational Research Abstract Online Educational Resources Information Center General OneFile MLA International Bibliography Wilson Education Index Zetoc External Links Official Website This article is about an educational journal with a stub. You can help Wikipedia with it.  
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The Music Educators Journal offers timely articles on teaching approaches and philosophies, current trends and problems in music education, and the latest products and services. The increasingly rich multimedia content of the magazine published in the quarter provides music educators with even greater professional development opportunities. **NEW:** You can receive professional development recognition for reading the Journal of Music Teachers. Simply follow the bitly link at the bottom of the first page of the feature articles to take a quick quiz and NAFME will send you a certificate of the completion value of a contact clock. For more information on professional development through NAFME, contact Rob Edwards. NAFME members can view the current issue for an additional fee and search for and view MEI questions at no additional cost. (Note: We'll redirect you to sage publications.) Issues? Please contact Ella Wilcox. Music Educators Journal Published quarterly, Music Educators Journal offers peer-reviewed scientific and practical articles on music teaching approaches and philosophies, teaching techniques, current trends and issues in music education in schools and communities, as well as the latest products and services. The NAFME membership includes a digital subscription. (The printed edition for an additional \$20 subscription fee; please contact memberservices@nafme.org or 1-800-336-3768.) Issues? Contact Ella Wilcox View all journals. The International Journal of Music Education is the official peer reviewed journal of the International Society for Music Education. It is the primary tool for dialogue and exchange between music educators in more than 80 countries around the world and represents different disciplines of music education. The IJME editorial board represents the most prominent scientists and professionals, and the journal is the only scientific publication to represent best practices and research worldwide. The IJME's four-year question focuses individually on documenting scientific researc and on innovative practices in education and learning. Here from time to time a special showcase issue is targeted at time topics and issues of relevance to the world of music education. The uniqueness of the journal is that it includes a full range of topics and methods relevant to music teaching theory and practice, as well as important issues that are currently addressed in the profession. The IJME is published by Sage Publications. Subscription information ISME members receive one copy per year of the four printed problems and access to the online journal. Partners of the Council of Professional Associations receive one copy of four printed questions a year and have access to the online journal. To access IJME's online members and partners, log in to this website (see the link at the top right of the screen) and then scroll down to click on the cream tile that says IJME is online access. Non-ISME members and institutions can subscribe to IJME directly through SAGE Publications on IJME Issues Each issue includes articles related to both research and practice: Research: scientific reports that increase knowledge of teaching and learning music in a special interest toward an international constituency and interest and importance for the international community. Practice: articles relevant to promoting the practice of music education and learning at all ages, which directly affect the classroom or studio, at and outside school, private and group education. To submit articles to an article on the IJME, visit the IJME website. Editorial Board Details of the members of the IJME Editorial Board can be seen here. This article contains the results of a comprehensive content analysis published by the 644 Music Educators Journal (PMI) between September 1914 and December 2015. For more than a century, the covers of the MEJ have conveyed carefully selected visual and textual images to all members of the growing association. The results are based on the analysis secondarily analyzed elements of historical narrativity and political narrative in music education. The results show that images of nationalism and patriotism have increased in times of conflict, people's representation has diversified over time, and there is evidence that the first images of black people on mei covers have been deliberately placed for maximum effect. This article contains related historical information about the MEI and its evolving editorial processes. The Music Educators Journal is the official publication of the National Association for Music Education (NAFME). NAFME is based in the United States and has more than 130,000 members. The Association was founded in 1907 as the National Conference of Music Supervisors (MSNC), renamed the National Conference of Music Teachers (MENC) in 1934, and in 1988 as MENC: The National Association for Music Education (the abbreviation NAFME was officially published in 2011). The corresponding journal was founded in 1914 as the Music Supervisors' Bulletin (Figure 1), renamed the Music Supervisors' Journal in 1915, and renamed the Music Educators Journal (MEJ) in 1934. The MEJ is currently the world's oldest, continuously published and most widely read journal on music education and learning [1]. In the December 2015 issue (Figure 2), the final distribution of hard copies was referred to all NAFME members and journal subscribers [2]. Subsequent questions were designed to digitally distribute NAFME membership. In December 2015, a hard copy of the MEJ was available in 67,000 copies, with additional digital access through libraries and databases. Two recent studies consider the Music Educators Journal to be one of the most influential publications in music education, especially since 2006 [3,4]. Mei covers are conveyed with carefully selected visual and textual images to all members of the growing association over the course of a century. Although the journal was widely circulated from 1914 to 1929, the takeover of the MEJ in 1930 became an advantage of association membership [5]. Questions per volume ranged from four to nine. This article contains the results of a comprehensive analysis of the 644 Music Educators Journal published between September 1914 and December 2015 with the aim of providing an exploratory review of cover content. The purpose of this study was to analyse all visual and textual content on the covers of the MEI and to identify evidence of editorial intent in the creation and/or selection of cover designs throughout the century. The Music Educators Journal has evolved from a simple newsletter-style publication to a professionally managed, colorful, peer-reviewed scientific journal. With this development, the cover of each edition was designed with a unique design, unlike the static covers of almost every other magazine in the area. It was not other detailed content analysis of external covers, although changes in the basic cover design of the PMI [6] and numerous analyses of internal articles [5,7,8,9,10,11,12,13] have been analysed. The June 2014 centenary edition of the MEJ included several such assessments, focusing on advocacy [14], philosophy [15] and the definition of American music culture [16]. For 102 years, the Music Educators Journal has been dealing with the design elements, graphics, texts and images presented to convey messages about the Alliance, the field of music education and the specific content of the journal. Various persons have been assigned to choose a cover material in the history of the MEJ; in the first 100 years of the journal, the editor's definition was inconsistent. These covers became recognizable elements of the music education story, immediately known to every reader when he first looked at the latest issue. MeJ's covers tell some of the history of the profession as it has evolved in the United States. The historian and humanist Hayden White wrote, in italic letters of the original:Within professional historical studies, the narrative has been viewed by most of the product of a theory, nor the basis of the method, but a kind of discourse that may or may not be used to depict historical events, depending on the primary purpose is to describe the situation, analyze the historical process, or tell the story [17] (p. 2). White considers all history to be narrativized because the authors consider real events, events that have actually occurred, not imaginary events, events invented by the narrator [17] (p. 2). This story of actual events separates history from fiction. Nevertheless, the interaction of human subjectivity is inextricably linked to the final narrative form, even if methodological procedures and interpretative rigour are applied to discover facts and maintain validity [18]. White believes that each historical narrative tells a story, each of which can be said to have an act, and each has an argument to ask about its subject matter [18] (p. 113). Benedek suggests that music education has its own historical narratives, many of which also show elements of political narrative [19]. Stockley defines several features of political narratives, three of them (1) the story, and events must affect people and worldviews; (2) political storytellers should explain the world to their listeners and enable them to understand their place in it; and (3) a true political storyteller gives people hope—or at least reassurance about themselves and their future [20]. These narratives serve as frames through which viewers/readers display information aimed at the desired

