

# From the Editorial Committee

## Time For New Beginnings

**M**ost of us reading this issue of the *e-Journal* will be back at school—either as an independent teacher, a professor or a student. September is a time for new beginnings, fresh starts and perhaps taking in some of those well-intended reflections we had over the summer about either making some small changes in our curricula, teaching



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styles or practice techniques. This time of the year is also the end of a season and the beginning of a new, both musically and environmentally. Leaves will begin to fall from the trees. Flowers and plants will soon become dormant, and we musicians will begin a new musical season that will hopefully give us a fruitful year of happy and healthy music making if our seeds are cultivated early and wisely.

The two articles in this issue are so related and the perfect choice that our editors made as well as the MTNA staff who do so much work behind the scenes to make this journal successful. Both articles are about practicing and the college music major—but for those readers who are independent teachers, please read on as your role in helping

students become successful practitioners in college is part of the research about first-year college music majors. How effectively students learn practice skills during their pre-college years, definitely has an impact on their first year of collegiate study. After observing 20 different student practice strategies, students were categorized as non-self-regulators, emerging self-regulators or basic self-regulators. I was intrigued by this article and shaking my head about many of the attributes of the students in this study and how they compare to my own students.

The second article about student perspectives on taking class piano and piano proficiency requirements is quite insightful because within this study, students tell us what their needs are when it comes to taking class piano and its usefulness to them in their future careers. Once again, this research focuses on students' need to develop more effective practice strategies and for more collaboration between students and faculty to help them achieve this.

As we all begin a new term, developing effective and healthy practicing strategies will no doubt bear first-rate performances later in the year and in the seasons ahead.

—Linda Essick Cockey, NCTM, Salisbury University, Salisbury, Maryland

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