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GEMS is a peer-reviewed, online journal that explores the myriad intersections between gender, education, music, and society. Emphasis is on the ways in which music teaching and learning can be used to re-dress and eliminate inequalities brought about through ideologies of domination by creating an open-ness to the musical experience that promotes access to all (and thus by extension, also the ways in which music teaching and learning have not been transformative in the past). Gender will be approached, not as male or female, but as a continuum of possibilities sustained by socially and historically constructed notions of masculinity and femininity that interact in complex, often competing and contradictory ways. A wide variety of methodological (historical, ethnographic, philosophical, sociological, etc.) and inter-disciplinary orientations will be featured, with contributors encouraged to make use of the variety of creative options presented by the electronic medium.

Materials submitted to GEMS must conform to the current edition of one of the following writing style manuals: Publication Manual of the American Psychological Association, The Chicago Manual of Style, or A Manual for Writers of Term Papers, Theses, and Dissertations. Articles and Book Reviews may not mix styles within a single manuscript. To allow for the identity of the author(s) to be transparent, it is requested that both first and last names be used when citing and when listed in the references.

For Text:
Roberta Lamb and Julia Koza brought feminist critiques of music education.

For References:

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Questions or comments? gems_editor@yahoo.com
Editorial

I would like to welcome GEMS readers to the January 2014 issue. This year-in-review issue will acknowledge GEMS issues published in 2002 through 2008 and commemorate the articles and book reviews published in 2013.

In the January 2014 issue of GEMS, Dr. Colleen Pinar in her article titled, “GEMS Productivity Covering The Years 2002-2008” provides the reader with an overview of articles and book reviews/other reviews previous published in GEMS. It is hoped that this article will encourage readers who are new to GEMS to discover these landmark articles and reviews. For long-standing readers of GEMS, it is suggested that these articles are worthy of being read again.

Dr. Colleen Pinar will continue the year in review issue with her article titled, “GEMS Productivity Covering The Years 2013”. Authors output in terms of single or co-authorship were examined, word counts and word count ranges were calculated to provide comparisons, abstract views statistics, as well as article and book review downloads statistics were provided.

Jennifer Blackwell’s article, “Moving Forward: A Look At The Past, Present, And Future Of Gender Research In Music Education” as GRIME co-chairs (Jennifer Blackwell and Miroslav Pavle Manoski) reflect on what they accomplished in the year 2013 and shares their goals for GRIME for the coming year.

Lastly, Dr. Colleen Pinar created indices of GEMS’ journals. Eight indices will be provided covering all of the issues published by GEMS. Indices will include: Index 1: Editor and Past Editors; Index 2: Issues and Online Links; Index 3: Table of Contents by Issue; Index 4: Author’s Name/References; Index 5: Article Titles; Index 6: Book Review Titles/Other Review Titles; Index 7: Editorials; and Index 8: Subject Areas. I hope these indices will be a helpful resource for the new year and years to come.

As always, I would like readers to support the authors whose articles and book reviews are included in the previous editions of GEMS. You can post your comments pertaining to individual articles published in GEMS on GEMS blog page at http://gendereducationmusicandsociety.blogspot.com/.

GEMS is actively seeking article and book reviews/book summary submissions. As editor, I have decided that authors of books relevant to GEMS readers can submit a summary of their own book -- if a book review of their book had not been already published in GEMS. Therefore, both book reviews and book summaries will be accepted along with articles. Submit your manuscripts to the editor at gems_editor@yahoo.com.

I am working hard to make GEMS productive and meaningful in the areas of gender, education, music, and society. I have sent out emails to the current GEMS editorial team and asked them if they would like to continue their position. Based on responses thus far, I would like to post a call for individuals who would consider taking an active role on GEMS’ editorial team. If you are interested, please contacted the editor at the above mention email address.

I also would like to post a call for individuals who would consider taking an active role as GEMS’ social media director. This person (s) will promote GEMS on Facebook, Twitter, Google+, Instagram, and Pinterest. If you are interested, please contacted the editor at the above mention email address.

I thank you for your support in 2013 and your continued support in 2014.

Dr. Colleen Pinar, Editor
Abstract: This study will examine the productivity of GEMS covering the years 2002 through 2008. The editors of GEMS were identified and the author output in terms of single or co-authorship were examined. Authors rank and represented institutions were noted. Word counts and word count ranges were calculated to provide comparisons. The study revealed that 25 authors published a total of 24 articles and reviews. These authors represented three countries. It was concluded that GEMS, covering the years 2002 through 2008, was a collective work of many dedicated individuals who saw the need for a publication that challenged the research methodologies and the ideologies that were prevalent during this period in music education scholarship.
This study will examine GEMS’ productivity covering the years 2002 through 2008. The editors of GEMS during this period include: Professor Elizabeth Gould (2008), Lori-Anne Dolloff, Guest-Editor (2006), and Professor Elizabeth Gould & Eleanor Stubley (2002-2008). The editors published five issues of GEMS. The total number of articles and reviews identified over the period of 2002-2008 was 24. These include 13 articles, seven pedagogical features, and four book reviews/other reviews. Of the 24 articles and reviews published, 25 authors were involved in the productivity of GEMS. Twenty-two authors were female, while three authors were male. Of the 25 authors, Roberta Lamb was the only author to publish two articles in GEMS (2002, Spring & 2006, Fall). One Featured Article and two book reviews were co-authored.

Using the data provided in the publish issues of GEMS, authors represented the following institutions: Concordia University (2), Georgia State University (1), Independent Scholar (1), Lewis and Clark College (1), McGill University (1), Other Than Highered (2), Queen's University (2), University of Calgary (student 1), University of California-Los Angeles (1), University of Costa Rica (1), University of London (1), University of Maryland (1), College Park (student 1), University of Queensland (1), University of Southampton (2), University of Toronto (4), University of Windsor (1), University of Wyoming (1), Unreported (1), and Westminster Choir College of Rider University (student 1). Therefore, it can be said that GEMS authors represented three countries including Canada, Costa Rica, and the USA. Authors indicated they held the following ranks during the time their article or review was published: Professor Emerita (1), Associate Professor (2), Assistant Professor (2), Senior Lecturer (1), Lecturer (2), Independent Scholar (1), and Unreported (18).

The word count – excluding the title page, abstract, and references – were also examined. The word count for feature articles ranged from 3839 words to 5531 words with the average article word count being 4695.14. The word count for pedagogical articles ranged from 1931 words to 5445 words with the average pedagogical article word count being 3245.5. The word count for book reviews/other reviews ranged from 472 words to 1687 words with the average book reviews/other review word count being 1138.5. Word counts could not be calculated for six articles and one pedagogical article that were in an older pdf version. Unlike the current version of software that create pdfs’, these documents were created in an older pdf version that did not have the processing capability for word counts. Therefore, no word count could be taken without retyping the documents.

The results of this study are to provide insights into GEMS productivity covering the years 2002 through 2008. Although, the findings of this study should be interpreted cautiously due to the limitations such as: limited data and missing data, as well as the uniqueness of the historical documents, it can be said that GEMS was a collective work of many dedicated individuals who saw the need for a publication that challenged the research methodologies and the ideologies that were prevalent during this period in music education scholarship. These authors often challenged injustices and shattered many glass ceilings to further gender inequality in education and more specifically music education. Today we can see that many of the authors who published their works in GEMS are now highly respected educators, writers, and speakers. It is not hard to conclude that many of us would not be where we are today without the mentors; mentors who inspired us to discover, grow, and challenge the notion of gender research in music education. It is hoped that this article will encourage readers who are new to GEMS to discover these landmark articles and reviews; and for long-standing readers of GEMS, I believe that these articles are worthy of being read again – a joyful rediscovery.

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McKeage, Kathleen. (2002, Spring). “Where are all the girls?” Women in collegiate instrumental jazz. GEMS, 1(1). Retrieved from:


GEMS Productivity Covering The Year 2013

Dr. Colleen Pinar

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Abstract: This study will examine the productivity of GEMS covering the year 2013. The editor was Dr. Colleen Pinar. Fifteen author’s submissions were accepted to GEMS during the 2013 year. Abstract views of articles, book reviews and the entire monthly issues were 1169 times. Download views of articles, book reviews and the entire monthly issues were 2040 times. The most viewed/downloaded article was Bullying Of LGBT Youth And School Climate For LGBT Educators by Dr. Tiffany Wright. The most abstract viewed book review was Border Sexualities, Border Families In Schools By Maria Pallota-Chiarolli written by Jason Cherry, while the most downloaded book review was Transforming Borders: Chicana/o Popular Culture And Pedagogy By C. Alejandra Elenes written by Dr. Amylia Barnett. The results of this study provides an indicator of GEMS readership.
Abstract views of articles totaled 1063 times. Abstract views of book reviews totaled 54 times. Abstract views of book reviews ranged from 5 times to 21 times with a mean of 13.5. The top book reviews abstract view was: Border Sexualities, Border Families In Schools By Maria Pallota-Chiarolli written by Jason Cherry (21) (see Table 3).

Download views of articles, book reviews and the entire monthly issues were 2040 times. Download views of GEMS issues totaled 490 times. The November 2013 issue of GEMS was viewed the most with 168 download views, followed by October (138), September (125), and December (59). Download views of the entire monthly issues ranged from 59 times to 168 times with a mean of 122.5 (see Table 4).

Download views of articles totaled 1294 times. Download views of articles ranged from 57 times to 185 times with a mean of 117.64. The top four article download views were:

1) Bullying Of LGBT Youth And School Climate For LGBT Educators by Dr. Tiffany Wright (185),
2) Snapshot Reflections: Targeting Young Boys Singing Girls’ Songs In School by Dr. Miroslav Pavle Manovski (183)
3) Exploring The Distinct Hip-Hop Culture Of Urban Students by Dr. Leslie Ward (152),
4) Juvonen’s Sense Of Belonging Model: A Perspective For The Music Teacher by Dr. Rick Parker (145) (see Table 5).

Download views of book reviews totaled 256 times. Download views of book reviews ranged from 52 times to 83 times with a mean of 64. The top book reviews abstract viewed was: Transforming Borders: Chicana/o Popular Culture And Pedagogy By C. Alejandra Elenes written by Dr. Amylia Barnett (83) (see Table 6).

This study documented the productivity of GEMS for the year 2013. One-thousand-sixty-nine abstract views and 2040 download views are encouraging numbers. They represent about ten times the number of GEMS and GRIME members on the email list. This study also is a good indicator what subjects are most important to readers. Based on the vision of GEMS founding members, GEMS is providing a platform for research in gender research in music education.
References


### Table 1: 2013 Issue -- Abstract Views

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<td>2013 November 6(3)</td>
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<td>Ward, Dr. Leslie</td>
<td>Exploring The Distinct Hip-Hop Culture Of Urban Students</td>
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<td>Blackwell, Jennifer</td>
<td>Music Education, Recording Technology, And The Illusion Of Perfection</td>
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<td>Manovski, Dr. Miroslav Pavle</td>
<td>Snapshot Reflections: Targeting Young Boys Singing Girls’ Songs In School</td>
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<td>95</td>
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<td>Because I Am A Teacher: A Dialogue For Consideration</td>
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<td>Parker, Dr. Rick</td>
<td>A Qualitative Data Analysis: The Effects Of Loneliness On Social Interactions Among Middle School Students</td>
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<td>Girl Scouts: How Songs Lead Them To Success</td>
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<td>Wilson, Dr. Jill</td>
<td>Advancing The Status Of The Treble Ensemble: Choral Educators’ Views On The Status Of Treble Choral Ensembles</td>
<td>2013 September 6(1)</td>
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<td>Border Sexualities, Border Families In Schools By Maria Pallota-Chiarolli</td>
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<td>The Theatre of Urban: Youth And Schooling In Dangerous Times By Kathleen Gallagher</td>
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2013 Mean 13.5

Table 4: 2013 Issue -- Download Views

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Moving Forward: A Look At The Past, Present, And Future Of Gender Research In Music Education

Jennifer Blackwell, MM

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Abstract: This article reflects on what was accomplished this year by gender research in music education, sets goals for the coming year, and invites GRIME members to provide feedback on the current direction of the organization.
At the end of this exciting year for gender research in music education, it seems appropriate to reflect on our accomplishments thus far and set our sights on future goals. This year has been one of growth and transition for our organization, and I believe that this change has been quite positive.

This year has been a time of great change for GRIME. Miroslav Pavle Manovski and I became co-chairs in August, and we have been working to develop GRIME into a vibrant and contemporary organization, which reflects the diverse backgrounds and interests of its members. We have given a fresh face to the organization in the form of our new website (genderresearchinmusiceducation.org), which promises to serve as a valuable platform for gender related issues in our field. This was a very important transition, as it allows us to independently organize and maintain our own web presence.

We have also invested time in developing a social media presence, which has resulted in renewed interest in our organization and many new members on our listserv. It is my hope that this new website and social media pages will breathe new life into GRIME, providing a forum for open discussion of the various issues pertinent to the study of gender in music education. We are currently investigating various options for increasing the interaction and dialogue between our members; we hope to use our available resources to become a greater force in the research community.

This year has also been full of change in our scholarly journal. Thanks to our new and dynamic editor, Colleen Pinar, GEMS is being actively published for the first time since 2008. With four issues published since her tenure began, much important scholarly writing on gender and music education is now available. As the author of one of the papers that has been published since Dr. Pinar’s work began, I have appreciated her commitment to high standards of editorial excellence and to the dissemination of this important information. She has rejuvenated the journal very successfully, and deserves our sincere thanks for her significant efforts thus far.

Our next project for the New Year is to move the GRIME archives to the new website. We are attempting to respect the historically significant structure of our past newsletter editions when we move them to the new site, and this necessitates careful planning to preserve the formatting. We hope to complete this project early in the year, and eventually fully integrate the new GRIME site for ease of access and availability to our readers. It is our hope to make the organization as open and user-friendly as possible, both to attract new interest and to facilitate open dialogue between current members.

Looking towards the future, I would like GRIME to take a more active role in the gender research community. Because the organization is in a transition phase, we have a great capacity to mold the direction we will take. By taking an active role in the gender research community, we can become an important voice in the discussions that are important today. Moreover, I believe that more interaction between scholars will help in greatly expanding the available literature on gender issues. Interdisciplinary scholarship could prove invaluable in grappling with the gender issues faced in education today- if we look beyond music education to other research areas, we may be able to find more innovative solutions for the challenges we face. If we are able to work in collaboration with other scholars, both organizations and individuals, we can make a greater impact on the world at large. I hope to be able to encourage such interactions in the coming year and beyond.

In addition, we would welcome feedback and suggestions from our members on both the updates we have made and on the direction GRIME will take in 2014. I would encourage an open dialogue between the leadership in this organization and those interested in our work. Please feel encouraged to contact us if you have any questions, comments or suggestions for the direction we will take moving forward.

We are currently in a time of great change in GRIME, but it is also a time of great excitement and possibility. We have an active and committed leadership team, which has the potential to make a great impact on advocacy and scholarly work in music education. I very much look forward to my continued work with this promising organization.
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Dr. Colleen Pinar

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