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Supporting CRME Online

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The purpose of the Council for Research in Music Education (CRME) was originally intended to be a vehicle "to encourage research in music education, to stimulate interest in music education research . . . [and to] provide guidance to would-be researchers and to serve as a disseminator of information concerning existing research" (Colwell, 1963, pp. 2-3). With the advancement of current technology, CRME feels that the best possible manner to accomplish the original purpose is to adapt some of our activities to an online format. Because of the widespread acceptance of the World Wide Web as a medium for communication, we are confident that the presentation of a portion of our materials on the Web will be beneficial to the profession. Readers are encouraged to access the CRME Web pages (<http://www-camil.music.uiuc.edu/crme>) to view how we have transferred several of our traditional publications and information sources to the Web and to see new information previously unavailable.

The most novel uses of the CRME Web interface are possible through the use of online databases. The use of Web-based database software without the technical hurdles associated with programming of the past is becoming feasible for those involved in education (Repp, 1999). The use of databases allows us to present material that is easily updatable, constantly changing, and easily searchable to fit the reader's needs.

Three databases are available for searching the content of the *Bulletin* from its first issue through Number 135: published articles, published reviews of dissertations, and published reviews of books. Each category is linked to an independent search page containing a variety of searchable fields including author, reviewer name, title keyword, year, and issue number. A separate menu allows the reader to find articles published for special issues of the *Bulletin*. Results of these searches are formatted to comply with the American Psychological Association (APA) (1994) standards so that they may be copied and pasted directly into other documents without retyping. Possible future additions include indexed keywords and abstracts submitted by the authors.

Much of the information available on the Web is simply material reprinted from the *Bulletin*. The online publication of this material has the advantage of being available 24 hours per day to anyone with Web access. In addition to the searchable databases, the Web page also contains information

pertinent to the publication of the *Bulletin* such as subscription information, procedures for submitting papers, contact information, and biographies of the advisory committee.

Dissertations Available for Review

One of the original, and continuing, purposes of the Council for Research in Music Education was to help the profession seek ways of improving the quality of research in music education through the review of recently completed dissertations. *Dissertations Available for Review* (which also includes a list of books available for review) is now published online and may be obtained through the main Web page. The researcher simply searches the online database for dissertations or books of interest that might be suitable for review. Individuals wishing to review a listed dissertation may then request permission through an online form, which forwards the information to the CRME office. When the reviewer has been cleared by the office, a copy of the dissertation is forwarded to the reviewer. (Please see the Web page for detailed guidelines for the review of dissertations or books.) Those reviewers without Web access may contact CRME through traditional media, but please note that a list of dissertations available for review will no longer automatically be mailed to potential reviewers.

Dissertations in Progress

Until 1997, the Council for Research in Music Education published the International Directory of Dissertations in Progress (DIP) biannually. Starting in 1999, the DIP will be published in an online searchable database format. In addition to alleviating printing costs, the new format allows the database to be updated continually and to be easily searchable. Dissertation advisers will also have the option of adding information to the database directly from the Web, as opposed to the traditional method of mailing forms. Information is gathered through an online form and transferred to the CRME office, where it is screened for acceptability; the use of the online form streamlines the process. Advisers wishing to continue to use traditional means to submit their information may do so.

Test Files

The Division of Music Education at the University of Illinois administers and maintains a Music Test File housed in the Music Annex. This collection contains most available music evaluation instruments, as well as questionnaires and surveys collected from a variety of sources. Music Test File materials are available to research scholars. Via the Web interface the reader can search our database containing the names of the test, publisher, constructs

tested, or other information concerning the test. The use of the online format allows researchers from all over the world to explore these tests without a visit to the campus.

Literature Review

Before the initiation of the CRME Website, a review of the current research that may have influenced the design of the site was initiated (Smith, 1999). Many published studies have concerned themselves with the analysis of previous research to discover the influence of particular topics and methodologies and to indicate a direction for future research based on neglected topics and methodologies. Of these studies some have investigated the general scope of music education inquiry, some have looked at the contents of influential refereed journals, some have focused on research of specific topics within music education, and some have looked at the use of particular methodologies.

Several researchers have analyzed the *Bulletin* and its peer publications to establish trends in published research. Responding to the subjective evaluation and ranking of university music education programs, Standley (1984) conducted a study of contents of the *Journal of Research in Music Education* (JRME), the *Bulletin*, and the *Journal of Music Teaching* (JMT) to determine the top institutions and scholars publishing research. Yarbrough's 1984 study of JRME was an analysis of the journal's content over its then 31 (1953–1983) years of existence. The purpose was to survey the topics, methodologies, authors, and sources of research. In 1996, Yarbrough continued her content analysis of the updating the research with articles from 1984–1995. Grashel and Lowe (1995) described the research contributions of school music educators to JRME from 1953 to 1993. A dissertation by Stabler (1986) compiled the articles of interest, dissertation reviews, research critiques, and feature articles published in CRME during its first 23 years (1963–1985).

By looking at the *Australian Journal of Music Education* (AJME), theses, and conference proceedings, Lett (1988) presented a historical review of the Australian Society of Music Education and the directions its scholars have pursued. Two similar content analyses of major research music education journals were conducted in the early 1990s to determine frequently cited articles and areas of research with music education receiving the most attention (Sample, 1992; Schmidt & Zdzinski, 1993). The *Handbook of Research on Music Teaching and Learning* (*Handbook*) (Colwell, 1992) was the source of Kratus' (1993) measure of eminence in music education research. As in other studies, the author recorded the number of recurrences for each citation in this *Handbook*. These studies were examined to determine the best possible uses of the material in our databases to encourage future research.

Before the team developed the Website, several sources (i.e., Flanders & Willis, 1999; Lynch & Horton, 1999) were reviewed to determine the best design for an educational site. Additional sources in the use of music technol-

ogy (i.e., Reese & Rimmington, 1998; Rudolph, 1996; Rudolph, Richmond, Mash, & Williams, 1997; Williams & Webster, 1996) were considered in the design.

We hope that the change to the online format will be beneficial to the profession by allowing the material presented to be available 24 hours a day, continuously updated, and easily searchable. Because the process is new, we welcome any suggestions or comments on how the changes might affect your research or publication habits.

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