

Letter from the editors

Welcome to the first issue of *Journal of Piano Research*!

Although there are numerous music education journals and several practitioner magazines that cater to pianists, up until now there has not been a contemporary journal dedicated to empirical research focusing on piano teaching, learning, and performing. As our mission states, “the *Journal of Piano Research* fills the need for a high-quality source of research articles ... that will advance professional practice and scholarship.” This journal would not be possible without the support of our publisher, The Frances Clark Center for Keyboard Pedagogy. At the core of the Center’s many undertakings, it “strives to enhance the quality of lifelong music making, educate teachers dedicated to nurturing lifelong involvement on music making, and develop and curate the highest quality resources that support an artistic and meaningful experience for all students regardless of age, gender, ethnicity, or socio-economic status.” It is our hope that through rigorous research, including quantitative, qualitative, ethnographic, historical, and philosophical methods, the articles in the *Journal of Piano Research* will inform future teaching practice and piano performance.

A high-quality research publication is not possible without a dedicated editorial board and peer reviewers, who are experts in various research and musical domains. Their knowledge and detailed peer reviews provide valuable insight and advice for our researcher-authors, as they refine their manuscripts once accepted for publication. We thank our international editorial board for their time and dedication to our field and for their support of this nascent journal. Their names are found as part of this issue, and at our website. We hope you pursue the impressive international list of *Journal of Piano Research* editorial board members to see who has been supporting the journal by donating their time and expertise.

The *Journal of Piano Research* has been many years in the making; we are thrilled to launch the inaugural issue of volume 1 with the articles: “An investigation of precollege piano students’ practice habits and practice strategies in China,” “Creating a screening tool for dysmusia,” “Teacher perceptions of beginner-level piano technique and injury prevention,” and “Relationship between physical and musical concerns among pianists.” These articles are truly international in scope, with the research having been conducted by pianist-researchers in Canada, China, Japan, and the United States. Many of the findings will resonate with pianists regardless of where they teach and perform. This first issue also highlights the variety of questions that pianists are trying to answer through their research, and several provide implications for our piano pedagogy and performance practice. We hope that the articles provide food for thought and, perhaps, fodder for future research that you will conduct on these and related topics. Thank you for reading the articles in volume 1, issue 1 of the *Journal of Piano Research*. We remind you to visit our website periodically to see upcoming articles (posted Online First ahead of each issue launch) and we

hope that our researcher colleagues will submit their best work for consideration in future issues of the *Journal of Piano Research*.

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Co-editors in Chief

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