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EDITOR'S COLUMN

The second issue of JTML has taken longer to produce than was anticipated. We owe the authors of the articles in this issue-and our subscribers-our deepest appreciation for their patience in awaiting publication of these excellent research projects. This issue will be a welcome addition to our professional literature, while addressing timely issues in our field and documenting the current state of research in the applications of technology to music instruction.

Computer technology can either help or hinder music learners who have special needs. The reports by McCord and Gregory remind us of the need to choose software and hardware computer interfaces that allow those who have physical, sensory, or learning impairments to take advantage of music technology. McCord's work with second- and third-grade composers with learning disabilities points out how differences in individual learning strengths may point to particular computer software interfaces. Gregory's review of assistive technology devices will be helpful to music teachers who are required by law to consider these kinds of technology when developing individualized education plans for special learners.

The studies by Reese, Repp, Meltzer, and Burrack , and Benson used experimental and control groups to examine the effectiveness and attitudes toward of a variety of learning media: a Web site, MIDI sequences, video, and computer multimedia. Findings from "The Design and Evaluation of Use of a Multimedia Web Site for Online Professional Development" (Reese et al) suggest that although web resources for technology integration may be valued, music teachers may need personal interaction and the structure of a college course to actually access the materials. Benson describes how the use of different media may affect college students' attitudes toward learning keyboard skills, even if performance differences are not significant.

Price and Pan report the status of technology integration in Southeastern university music education programs. Survey respondents overwhelming called for more research into the effectiveness and efficiency of technology in music learrung, a goal of this publication and the *National Symposium on Music Instruction Technology*.

The final section of this issue is a collection of summaries of presentations from the 2000 National Symposium on Music Instruction Technology, hosted by Jack Taylor at the Center for Music Research at Florida State University. The symposium presentations reflected the rapidly growing area of interactive learillng environments via the Internet and advanced applications of MIDI, accompaniment software, and notation software. The presentations were blind-reviewed by a conference committee, and some of the presentations were also submitted as manuscripts to the Editorial Review Board for potential publication in JTML. It should be noted that the articles

in this issue by McCord, Gregory, and Price and Pan also were presented at the National Symposium on Music Instruction Technology in 1999, 2000, and 2001, respectively.