

## **The Canadian Music Educator Submission Guidelines**

The *Canadian Music Educator* publishes a broad spectrum of articles, research reports, successful teaching strategies, and general practices in music education. Authors wishing to contribute should keep the following in mind:

- articles should be pertinent to current or evolving music education practices or issues
- articles should be clearly and concisely written, directed towards one or more of the following: elementary or middle school music teachers, general elementary or middle school classroom teachers, secondary music teachers, private studio music teachers, college and university instructors, parents of music students, musicians
- articles should not normally exceed 4000 words, and shorter articles or brief items are welcome
- illustrations, graphics, photos, if good quality, are welcome
- articles are welcome in either English or French
- manuscripts should be prepared in APA format

Articles are to be submitted by email, in MS Word, RTF or Simple Text attachments. Authors are to submit a current good quality JPG photograph and a short biography. All articles are subject to editing. All articles received will be acknowledged. Peer review is available on request.\*  
Regrettably, some articles may not be used for publication.

**Submit articles by email to the editor - Dr. Benjamin Bolden:** [benbolden@gmail.com](mailto:benbolden@gmail.com)

\*If you wish the article to be peer reviewed, please submit the article with that request to Dr. Lee Willingham: [lwillingham@wlu.ca](mailto:lwillingham@wlu.ca)

### **Copyright Transfer**

In order for submissions to be published in the *Canadian Music Educator* contributors must agree to the conditions outlined in the CME Copyright Transfer document and must return a signed copy of this completed document to the editor by fax, post, or email (PDF of scanned, signed document attached). For a copy of the CME Copyright Transfer document, please contact the editor.

### **Detailed Directions for Formatting Articles**

1. All lower punctuation inside upper – e.g., “This is a quote.” or The trumpet went “dead,” but the conductor stayed “alive.”
2. Sequences of items should each have a comma (before the last “and”). E.g., “People joined in, sang heartily, and danced in the background.”

3. Only 1 space between sentences. Never use two or more.
4. Use no underlining.
5. Titles of books or journals are in italics (not underlined).
6. Headings are in bold not underlined.
7. Use no running heads. You may suggest a running head at the beginning of the document.
8. Use endnotes (no footnotes.)
9. Use a line space between paragraphs; do not indent.
10. Do not double space text – single space body of text.
11. Internal referencing: standard APA
12. Make suggestions for highlighted text that can go in boxes (not more than about 15 words).
13. Reference lists may use author's full name.
14. Reference lists – basic APA with italics instead of underlined. Single space and, indent second line, as in the examples below.

Abeles, H., Hoffer, C., & Klotman, R. (1984). *Foundations of music education*. New York: Schirmer Books.

Austin, J. R. (1990). Competition: Is music education the loser? *Music Educators Journal*, 76(6), 21-25.

Battista, F. L. (1989). Clarifying priorities for the high school band. *Music Educators Journal*, 76(1), 23-25.

*Updated by B. Bolden, December 2009*