It gives me great pleasure to be able to present the premiere issue of the *Journal of String Research* to our readership. Published through the Institution for the Innovation in String Music Teaching on the campus of the University of Arizona, the Journal of String Research was made possible by the support and vision of many people. I would like to thank two individuals who were extremely instrumental in the realization of the *Journal of String Research*: Dr. Robert A. Cutietta, Director of the School of Music and Dance and Dr. Maurice J. Sevigny, Dean of the College of Fine Arts. Without them, this journal would not now be before you.

A saying that endured for many years is: You can’t judge a book by its cover. The same applies to a string research journal. It’s the material between the covers that makes a book, or in this case a journal. I am pleased that our editorial board has selected four excellent articles for our premiere issue of the *Journal of String Research* that I am sure you will find both rewarding and informative.

A review of literature completed in the area of string research allows us to assess where we have been and permits us to see where we can and should focus future research energies. I am excited that we have two excellent string research reviews in this issue: one by Dr. Keitha Lucas Hamann of Kent State University and one by Dr. Jennifer Mishra of the University of Northern Iowa. Dr. Hamann’s review includes a summary of studies related to string teaching, string learners, and string programs. Dr. Mishra’s review covers articles in which predictions of success in string programs, string class organization, and the development of right- and left-hand techniques were investigated.

Dr. Camille Smith from the University of Florida presents new research information pertaining to the study of string programs in low socioeconomic level school districts. Her findings should help us better understand the problems involved with developing and continuing string programs in a variety of settings. Dr. Gail V. Barnes from the University of South Carolina brings us research dealing with the issues of self-efficacy and teacher effectiveness. Dr. Barnes has found that a novice teacher’s self-efficacy can change as he/she understands the complexity of the teaching process.

I am sure that you will benefit from the wealth of information found in this issue of the *Journal of String Research* encourage your comments and suggestions and I welcome you to submit your own research findings to the *Journal of String Research*. 