

## METHOD

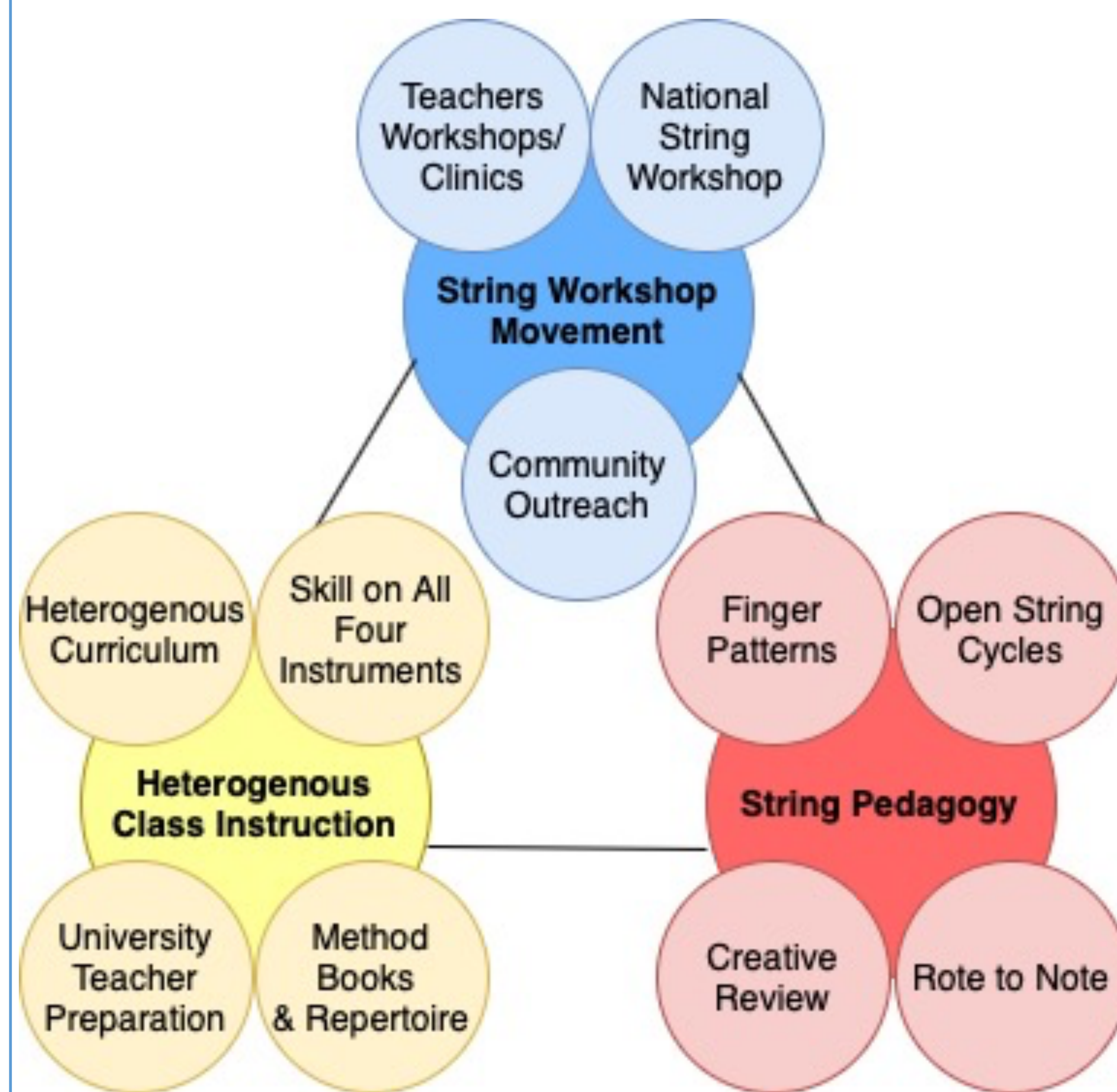
We used a content analysis design (Krippendorff, 2004). Primary source BSB, SEQ1 and SEQ2 were obtained from the *Foundation for the Advancement of String Education* and their original recipients. Both manifest and latent coding were used to address research questions.

- ☐ *Bornoff String Bulletin* (BSB)
  - 11 issues from 1966-1970
- ☐ *String Education Quarterly* (SEQ1)
  - 12 issues from 1978-1981
- ☐ *String Education Quarterly* (SEQ2)
  - 6 issues from 1988-1990
  - Vol. 2, No. 4 remains missing

## RESULTS CONTINUED

**Research Question No. 3: How do these documents inform our understanding of how the Bornoff Approach aided in the development of string education?**

Figure 1



## ABSTRACT

We used content analysis to examine the *Bornoff String Bulletin* and *String Education Quarterly*, three periodical collections published by Bornoff Approach stakeholders between 1966 and 1990. Findings revealed documented pedagogical and philosophical content previously unavailable to the general public, as well as overarching themes relating to their intent and how the Bornoff Approach has influenced 21<sup>st</sup>-Century String Education.

## PURPOSE

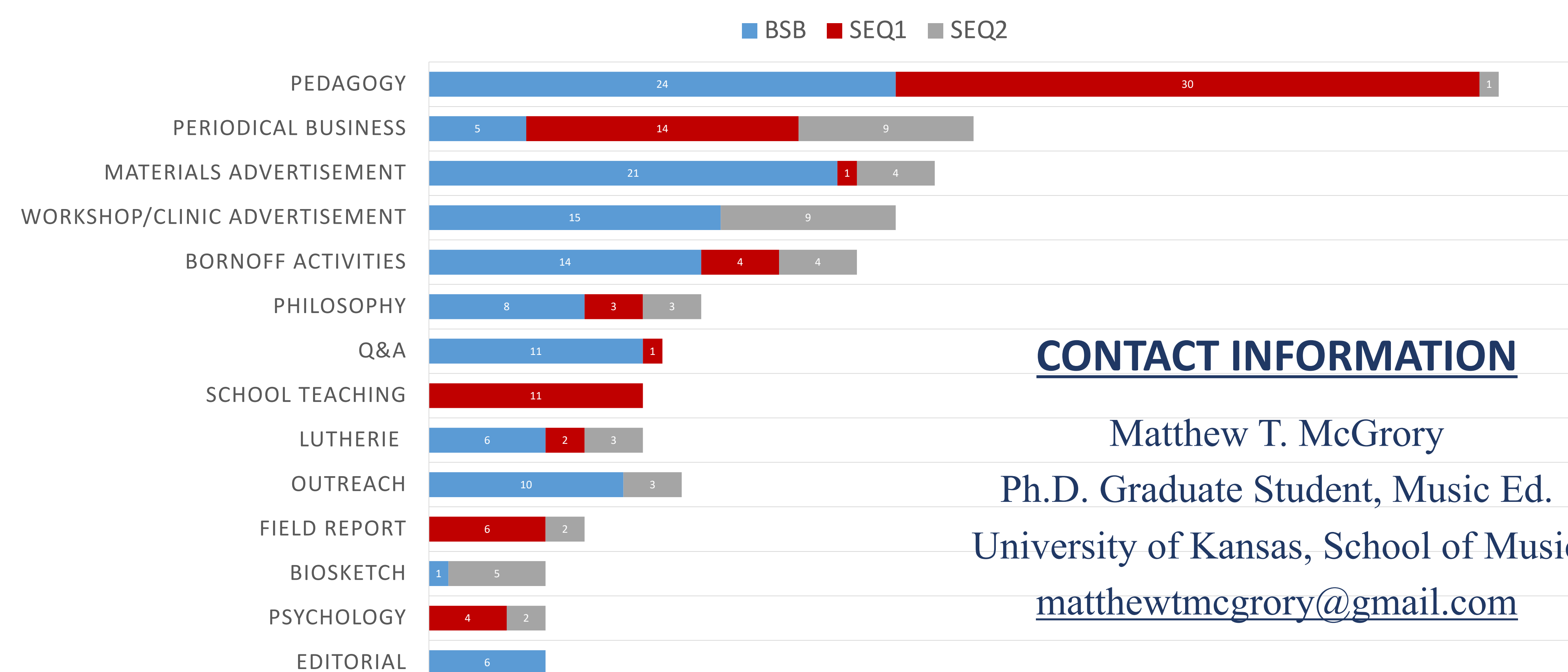
The purpose of this study was to examine the contents of the *Bornoff String Bulletin* and *String Education Quarterly* for information relating to the Bornoff Approach and its influence on 21<sup>st</sup>-Century string education.

## CONCLUSIONS

Findings suggest:

1. Content in the BSB and SEQs were focused primarily on disseminating pedagogical information and increasing awareness of textbooks and workshops/clinics.
2. A gradual shift of focus from homogenous class teaching to heterogenous class teaching, and from violin-centered pedagogy to heterogeneous-centered pedagogy.
3. The purpose of these periodicals was to promote and clarify aspects of the Bornoff Approach. The authors also sought to increase awareness about teacher training while also creating a welcoming space for discourse among string teachers.
4. Bornoff influenced at least three aspects of 21<sup>st</sup>-Century string education: 1) string workshop movement, 2) string pedagogy, and 3) heterogenous class instruction (see Figure 1)

TABLE 1: TYPES OF ARTICLES IN THE BSB, SEQ1, AND SEQ2



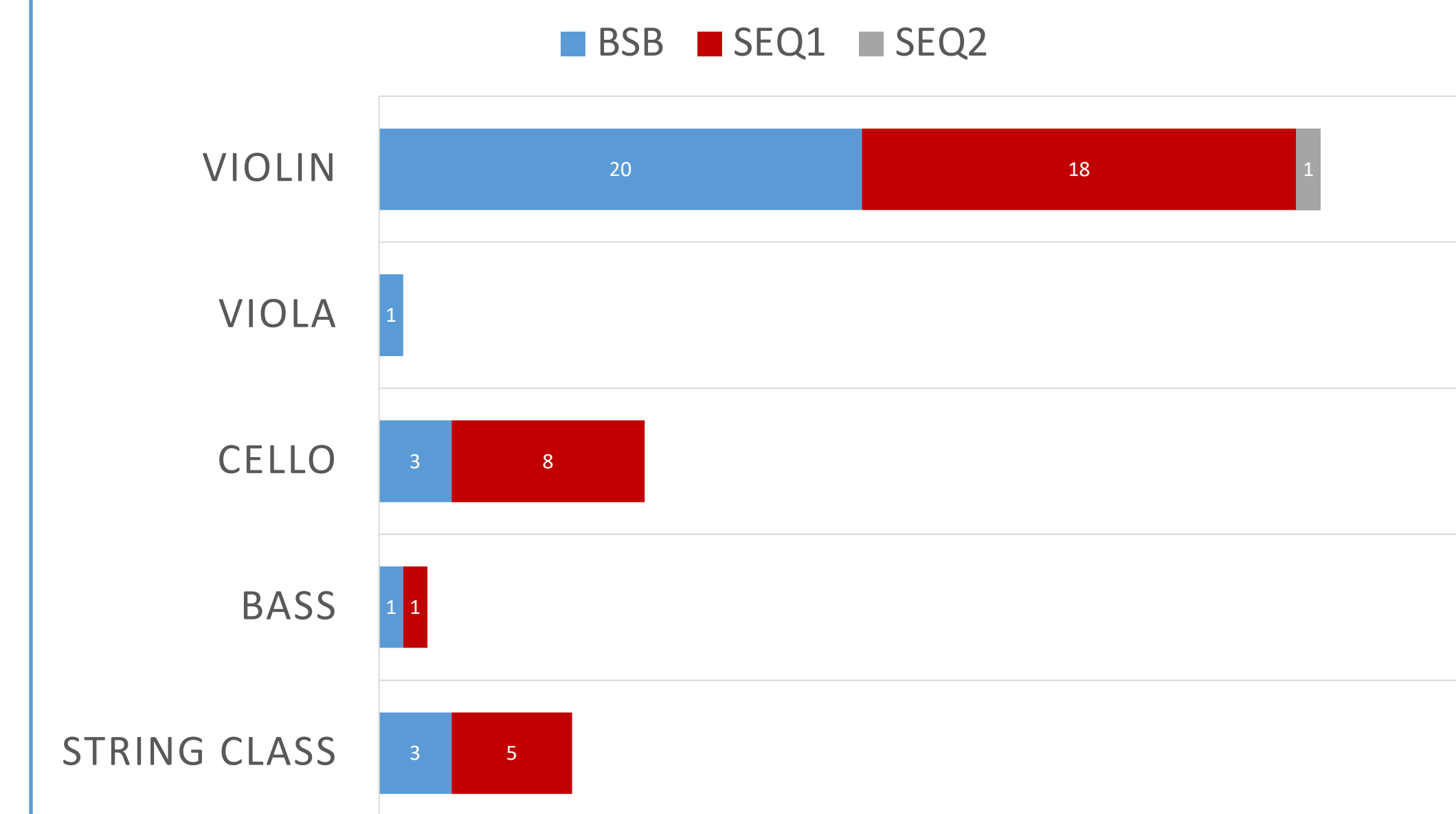
## CONTACT INFORMATION

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## RESULTS

**Research Question No. 1: What information is available in these publications?** (See Table 1)

TABLE 2: INSTRUMENTATION OF PEDAGOGY ARTICLES



**Research Question No. 2: What is the purpose of these publications?**

Themes	Categories
Promoting the Bornoff Approach	Pedagogy, Philosophy, Workshops/Clinics, Bornoff Activities, Advertising Materials
Sharing String Ideas	General Pedagogy, General Curriculum, Administrative Topics
Clarifying Concepts and Procedures	Reader Questions and Answers, Using Materials Effectively (Cello Addenda, Practice Charts, etc.), Book Sequencing, Levels of Student Proficiency, Obtaining Materials, Addressing Bornoff's instructional processes
Training Teachers	Workshop/Clinic Advertisements, Job Placement Advertisements, Advice for Beginning Teachers

Table 3: Article Focus (Bornoff, General, Neutral)

	BSB (%)	SEQ1(%)	SEQ2(%)
Bornoff Focus	95 (77%)	44 (74%)	28 (64%)
General Focus	22 (18%)	14 (24%)	10 (23%)
Neutral Focus	6 (5%)	1 (2%)	6 (14%)
Total Articles	122	59	44

Reliability:  $\alpha(2, 226) = .945$ ; CI [.89, .989];  $q(.90) \leq .0317$