

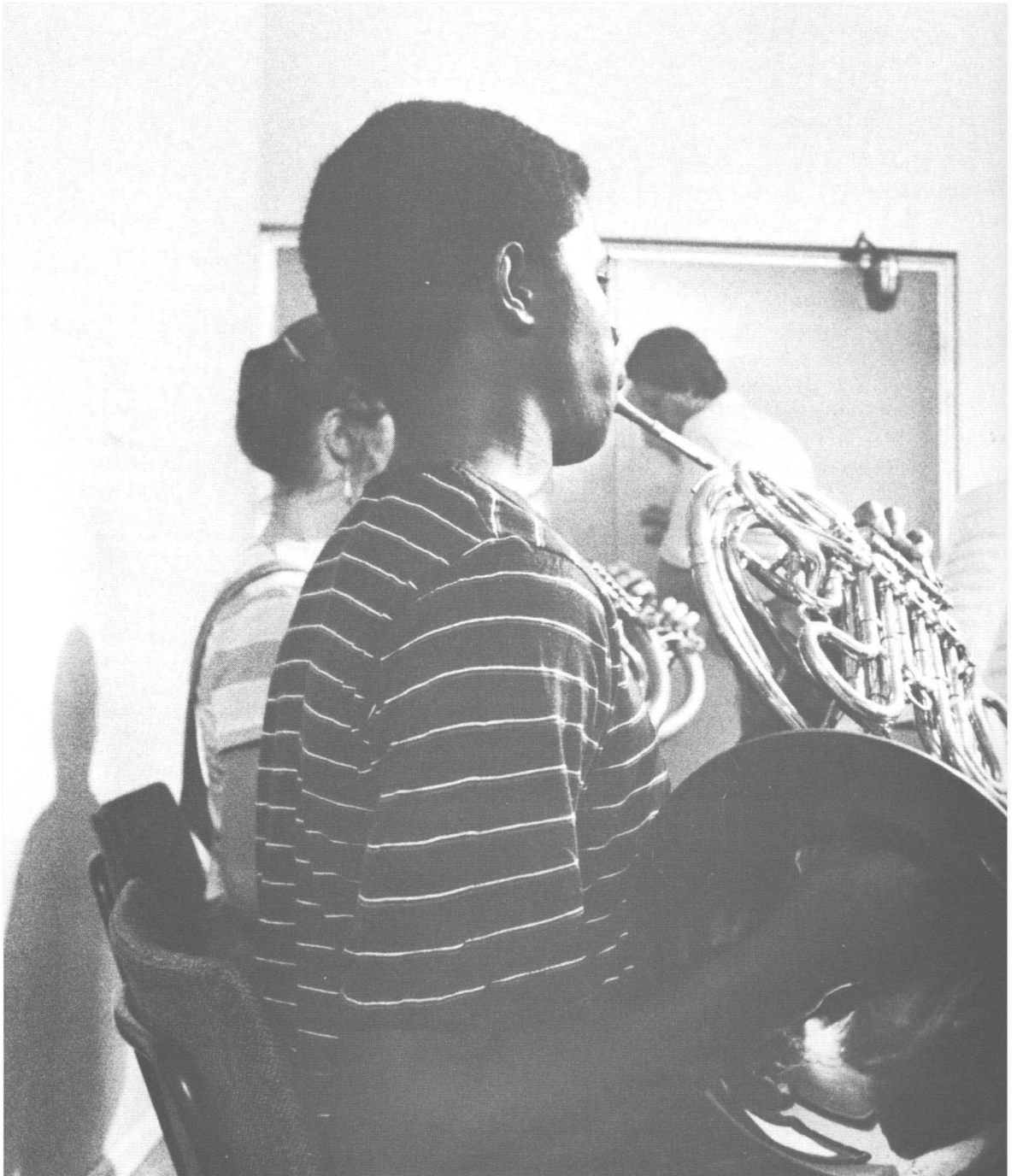
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# Editorial

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We are pleased to devote the pages of this Issue of the BJME to contributions from some of our Australian colleagues. The celebration of the Bicentenary of the founding of modern Australia gives us a particularly good reason for publishing a special edition of this kind.

The articles range widely in tone and content. Ted Gifford writes philosophically, drawing to some extent on work he carried out for his MA in London. The issues he raises are important; standing back as he does from the practice of music education to take stock of ideas that influence and shape decision-making. Warren Lett reviews the pattern of research in our field from an Australian perspective, drawing his own conclusions as to its value and future development. The article by Ross Gilbert is a thoughtful account of music teachers at work in classrooms and he sees a particular tendency towards a teaching style of whole-class direction and questioning. This seems to contrast somewhat with research findings in Britain which show a much greater emphasis on small-group work. Deirdre Russell Bowie writes from the embattled scene of Higher Education, giving an idea of how she copes with the practical demands of primary teacher-training. The assessment of pupils' achievements in music becomes increasingly a lively issue, and Frank Murphy's detailed account of the heart-searching that has been going on in New South Wales is especially valuable as a comparison with our own discussions of similar problems in the GCSE.



Ian Clarke with the ILEA Schools' Symphony Orchestra.