

## EDITORIAL

### COMMENTARY ON THIS ISSUE'S CONTENTS

The teaching of music in the public school classroom and how to prepare teachers who wish to teach music are subjects of discussion in this issue. Like many other fields of specialization, not all teachers see the teaching of music from the same point of view.

Campbell and Burdell approach this subject by examining the differences in the constructions of teaching knowledge and practice of two groups of teachers-in-training: undergraduate elementary student teachers and music teacher education students. The authors contrast the different ways in which these two groups perceive their identity, function, and role as teachers. In a related paper, Russell describes the developing identity of a student-teacher who realizes that even though she is a "generalist" she knows more about music than she ever realized. Voicing her evolving belief in herself through journal entries, she realizes that she can have considerable impact on students' appreciation and knowledge of music.

Boucher, on the other hand, develops another dimension of music education, that is, the effectiveness of cooperative learning in helping music students improve their playing and performance. This paper examines differences among students from the standpoint of technical performance rather than the tacit learning and appreciation of music as portrayed in the previous papers.

Ethical issues and how to resolve them have become the focus of many school personnel – all the way from parent-teacher interaction to the decisions made by school boards. Walker examines the details of the application of an ethical decision-making model on a situation that confronted a group of schools in western Canada. This paper's strength is its potential to sensitize all of us to the implications of seemingly innocuous decisions.

What do members of faculties of education have to contribute to medical students? This cross-disciplinary issue is examined by Ralph in his study of the results of a cross-college collaboration in the teaching of internal medicine students how to enhance their instructional skills.

Andrew Carson's name has come to be strongly associated with research in the use of aptitude scores in high school and college career assessment and counselling. His paper in this issue, developed from data gathered at McGill University, looks at the relationship that may or may not exist between intelligence (*g*) and aptitudes across Holland's types.

The final paper in this issue is a report of field-based research by Bourdages and Boudreau. They examine a training program offered to teachers who would have practice teachers from a near-by university placed under their supervision in their classrooms. The outcomes highlight the need for supervising teachers to have some formal direction in how to manage this situation properly and comfortably.

W.M.T.