

Editorial

The publicity material for the *British Journal of Music Education* states that the journal is 'written by professionals for professionals', and that claim is certainly true of this Special Issue, in which teachers in British conservatoires have taken up the challenge of becoming practitioner-researchers. By carrying out small-scale investigations in their home institutions, these authors demonstrate the multiple functions of educational research: to inform practice, to increase understanding of teaching and learning processes, and to develop the researcher him- or herself through critical reflection on students' and teachers' experiences.

In the course of the journal's history, its editors have tried various ways of stimulating research and writing from within the educational profession, often coming up against the problem that, as John Paynter memorably said, 'teachers are asked to teach too much'. Time for research and reflection is squeezed out of education, falling outside the contractual obligations of hourly paid instrumental teachers, and representing a demand too far for most teachers and lecturers. Janet Mills and Hilary Moore, as guest editors of this Special Issue, have tackled these constraints on practitioner-research in very practical ways, by securing funding to provide additional time for conservatoire teachers to carry out research, and by offering training and support in the necessary research and writing skills.

We are grateful to both our guest editors for the tremendous effort that has gone into bringing this Special Issue together. It is sure to stimulate much debate amongst practitioners and researchers, not least in its demonstration of the compatibility that can be achieved between those roles.

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