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Articles, which should be written in English language, should not exceed 20 pages, typed double-spaced on A4 paper. The Editorial Board expects that submitted articles should be original, current and scholarly, must have been presented at Seminars and Conferences or as outcome of well-researched works. Referencing should conform to APA style (6th Edition). Manuscripts will be peer-reviewed by two assessors. Review by a brief biological profile of the author and must be restricted to the title page only. The title of the article should also appear on the first page of text. Articles should be submitted as e-mail attachments to:

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PREFACE TO THIS EDITION

The Society of Music Educators of Nigeria (SOMEN), formerly known as Conference of Music Educators is an academic and professional body established in 1999 for the development of Music Education in Nigeria, at all levels. Apart from organizing Conferences and Workshops, the Association also publishes academic journals and books.

Journal of Nigerian Music Education (JONMED) is published with the objective of disseminating research findings, reports and updated information on music teaching/learning and to promote scholarship in Nigerian Music Education generally.

This edition features eleven articles selected from proceedings of the last of the last conference of the Association which was held at the Lagos State University of Education, Otto/Ijanikin, Lagos State. The papers focus on various salient issues in music education, ethnomusicology, performance, composition and music scholarship in general.

The Editorial Board in its efforts to encourage upcoming colleagues, accepted some papers submitted for assessment despite deficiencies in terms of research in-depth, content, style and grammar. While we apologize for errors and inadequacies that may be found in this edition, we like to advise our junior academics to intensify thoroughness in research and scholarship. In addition, while we believe that the articles published are contributions to the development of Music Education in Nigeria, we wish to state that the opinions expressed in them are of the authors and not necessarily the views of the Editorial Board.

Prof. Alvan-Ikoku O. Nwamara

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