

## **Reflection on “Manitoba’s Success Story: What Constitutes Successful Music Education in the 21<sup>st</sup> Century?” (Wayne Bowman)**

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The chapter on the situation of music education in Manitoba is very well done. The author describes the actual situation very clearly and disposes his article in conformity with the hierarchical structure of the music education system. He addresses the areas of elementary general music education, secondary choral and instrumental (band) music education, and proceeds to the tertiary level of university teacher education.

In each section he focuses on the actual situation, points at the curriculum development, refers to the evaluation and teacher certification, addresses the range of supporting organizations, and summarizes his statement by listing the essential key aspects. By this, he provides an excellent survey on music education in Manitoba, its tradition and recent state. I see it as an advantage the he presents a personally grounded perspective of the situation based upon his own experience, but this view is not limited to just an individual perspective, rather the writer relates his particular observations to a broader and comprehensive philosophy of music education. Therefore, although the article deals with Canada, or Manitoba respectively, it addresses common problems, crucial to music education elsewhere.

Here, I would like to mention only very few aspects:

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1. The paper reflects on the understanding and the effects of music teaching in elementary schools and questions a common equation of musical expertise and expertise in music education. The author stimulates a discussion on the question whether music plus education results in music education.
2. The paper addresses the unsolved and repeatedly raised question about an adequate model of music teacher education.
3. The author highlights and discusses common misunderstandings regarding the reduction of music education towards methods and techniques.
4. He critically observes political implications in curriculum revision and school policies.
5. The paper finally concludes in generalizations and further perspectives rooted in the conviction that equating music education to school music falls short of the educational potential of music education in a broader sense.

Therefore, I find the chapter stimulating, informative, thoughtful, and a powerful advocacy for change. It offers an intense reflection on music education in general. I have nothing to add or to recommend for amendment.