

one that sheds much new information on this warmly-remembered and beloved father, music educator, and human being.

—Samuel D. Miller  
University of Houston

Green, J. Paul, and Nancy F. Vogan. *Music Education in Canada: A Historical Account*. Toronto: University of Toronto Press, 1991. Pp. xvi + pictures + 534. Indexed. Hardcover.

J. Paul Green and Nancy F. Vogan have produced a fascinating account of the history of Canadian music education. Part I of their *Music Education in Canada* consists of an examination of "Emerging Patterns" in Canadian music education. Here the authors discuss the early history of music, music in Roman Catholic and Protestant education, music teacher education, selected music festivals, teaching methodologies, community music, and private music teaching and conservatories in each province or group of like provinces.

Part II, "Growth and Expansion," consists of a province-by-province account of Canadian music education, primarily between the world wars. The second part of the book also includes an introductory chapter, "The Role of National Institutions," on the broadcasting industry and selected musical organizations and institutions with national import. Part II also has a chapter on the pre-confederation musical and educational history of Newfoundland and Labrador, the most recent provincial additions to Canada (1949).

Green and Vogan changed formats in the third and final major part of their book. Part III, "New Directions," consists of chapters on the postwar years, vocal music in schools, instrumental music in schools, music in higher education, and the growth of the profession. Although the organization of Part III is primarily topical, the authors continue to deal with provincial matters. Generally, the detailed treatment ends around the year 1967, "when Canada celebrated its first hundred years as a nation" (p. xvi).

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breaks down our pervasive provincial educational mind set which so often limits our sense of a Canadian national perspective."<sup>3</sup> Undoubtedly, regional differences in Canada were and are more profound than regional differences in the United States. Indeed, this book describes vast cultural variations between provinces, differences too great to ignore. By comparison, the authors of American texts have tended to minimize regional differences, primarily by concentrating on national organizations, which individuals from certain regions in the United States have historically dominated. It is tempting for historians and other intellectual leaders to overemphasize the importance of professional organizations in music education, in part because these organizations leave voluminous, easily accessible written records. Green and Vogan wisely avoided the siren song of overemphasis on professional organizations. Similarly, the authors avoided overemphasizing the role of professional leadership in general. The following quotations are typical of the discerning quality of their book: "There is no doubt that philosophical statements were seldom translated into significant changes in day-to-day instruction" (p. 368); and "More often than not, school music has expanded on the strength of . . . demonstrated achievements rather than as a result of any philosophical determination that it should be part of the curriculum. Putting it simply, the proof is in the performance" (p. 394).

Green and Vogan present commendable "lapse[s] into vignettes of colourful individuals or detailed descriptions of their pursuits" (p. xvi). They also include entertaining accounts of local activities. For example, the authors describe turn-of-the-twentieth-century Quebec Protestant schools that required teachers to teach the Tonic Sol-fa method or have their salaries reduced. One colorful story concerns the Juvenile Total Abstinence Fife and Drum Band in Newfoundland, and another tells of the All-Canada band contest of 1907.

<sup>3</sup>Diana Brault, Review of *Music Education in Canada: A Historical Account*, by J. Paul Green and Nancy F. Vogan. In *Canadian Music Educator; Musicien Educateur au Canada* 34 (October 1992): 31-33.

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in music education. The most recent American text provides far more thorough coverage of this increasingly important facet of music education.<sup>4</sup>

*Music Education in Canada* is an extremely worthwhile addition to the literature. The book's brief prologue and epilogue and thirty pages of interesting pictures belie the fact that this is a long and complex work. The primary impression it leaves is one of how recent most music education activities in Canada are when compared to analogous activities south of the border. The primary impressions of the book itself are of its comprehensiveness and of the authors' objective, evenhanded approach to their subject. This book should become part of every research library. All those interested in the history of music education should read it, both for what the authors have to say about the history of Canadian music education and for the ways in which they present it. The authors deserve hearty congratulations and genuine appreciation for their achievement.

—Jere T. Humphreys  
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<sup>4</sup>Mark and Gary, *A History of American Music Education*.