

Frances Webber Aronoff, MUSIC AND YOUNG CHILDREN. New York: Holt, Rinehart and Winston, 1969, 192 pp.

Knowing Frances Aronoff to be a dynamic and exciting teacher of little children, my happy anticipation of her book was somewhat sobered by the first three chapters. In them she develops the relationship between music education and today's theories of learning and curriculum structure. However, it becomes clear that what is propounded here and in subsequent chapters is supported by philosophers and psychologists of the stature of Bruner, Torrance, McLuhan and Phenix. If your interests lie in these areas, read the first three chapters and the last one. They may throw interesting light on the cognitive and affective growth of young children.

If you are a teacher of young children and wish to give them the fullest kind of learning experiences, involving minds, feelings, senses and whole bodies as instruments of perception and response, then read the summaries at the end of the early chapters and dwell at length on the content of Chapters IV and V. Here Aronoff works through, in delightful

detail, the planning of music experiences for young children, examples of the forms these might take and the response to them she has had. Of course, no other group of children will respond verbally or musically just as hers did, but many of her descriptions will serve as jumping-off places for you with your own group.

If you are a music educator then Chapters VI and VII are of particular interest. Here Aronoff describes some good techniques for evolving music terms and notation with young children and some excellent ways of evaluating musical learnings. At the end of this book is a brief appendix on the work of Emile Jaques-Dalcroze, the Swiss musician and teacher who provides the foundations and inspiration for Dr. Aronoff's work.

Perhaps you will be sufficiently intrigued to want to know more about this remarkable man who once said: "I love joy. I teach joy!"

Joan Haines

Esther M. Lloyd-Jones and Norah Rosenau, (eds.). SOCIAL AND CULTURAL FOUNDATIONS OF GUIDANCE: A SOURCEBOOK. New York: Holt, Rinehart and Winston, 1968, 626 pp.

This book of readings comes as a welcomed contribution to the literature at a time when many are talking about the importance of interdisciplinary study but few are acting to break down the artificial divisions of academic disciplines. The editors, recognizing the immense importance of the social and cultural influences on students, schools and colleges, have brought together

material from the behavioural sciences frequently omitted from consideration by educators and guidance personnel. Their premise is that culture and environment have all too often been taken for granted.

The book is organized into three parts and presents fifty selections by sixty-two authors. Written specifically for this publication, the first chapter outlines the way in which