

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

perceptions of educational systems effectively determine concepts of guidance. Chapter two sets forth the basic approach to understanding human behaviour from the standpoint of the anthropologist, and the social psychologist. This first part provides a conceptual background for the remainder of the selections and emphasizes the relevance of the social-cultural sciences for guidance work.

The other two sections present the schools and colleges as social systems and focus on the individual in his society and culture. Included are chapters on the social system of an educational institution, the school in the community, the family, peer groups and socialization, cultural dimensions of personality, cultural variations, roles and role conflict, and social change. The presence of such esteemed authors as Newcomb, Waller, Gordon, Miles, Dahl, Newgarten, Diamond, McLelland, Merton, Cartwright, Bennis, and

Benne will give the reader some suggestion of both the breadth and quality of the selections.

One of the chief faults of most books of readings is the disjointed nature in which contributions are tied together. Such is not the case with this publication. The editors have prefaced each of the eleven chapters and fifty selections with introductions which serve both to pinpoint the salient ideas and provide unity to the book with frequent cross references. A section on questions and implications for practice is attached to each chapter.

In short, here is an excellent piece of work that has overcome, for the most part, the drawbacks of a book of readings. The material should be of interest to all guidance personnel and educators who seek a broader base from which to understand the educational setting and the individuals with whom they work.

James K. Fraser

C. B. Cox and A. E. Dyson, (eds.). **FIGHT FOR EDUCATION: A BLACK PAPER and BLACK PAPER TWO: THE CRISIS IN EDUCATION.** London: The Critical Quarterly Society, 1969, 80 pp. & 160 pp., 5/- & 10/-.

Once upon a time it might have been possible to consider education a dull subject. It is possible no longer: in some circles education has become more exciting than politics or sex. A casual glance at the **Black Papers** might well give the impression that even the British have lost some of their traditional cool. One is reminded of a story in W. Rudy's **Schools in an Age of Mass Culture**, in which an American teacher, after visiting some British schools, declared, "Your system produces snobs, ours slob!" This is amusing, as far as it goes, but

how far does it go? It would be inaccurate to dismiss the **Black Papers** as superficial backlash; they broach, in a lively fashion, some of the most important questions in British education. It is a pity therefore, that the subject-matter is often obscured in clouds of rhetoric or emotional half-truths.

Much of the blame for this rests with the editors. The first of the pamphlets, **Fight for Education**, is described as "a number of articles, quotations and anecdotes to illustrate a thesis." Not all the items are of the same quality; there is a great