

**Gresham Riley, ed.
VALUES, OBJECTIVITY AND
THE SOCIAL SCIENCES.**

**Don Mills:
Addison-Wesley, 1974.
152 pp. \$3.95.**

This little paperback, one volume in the publisher's series of *Dialogues in the Social Sciences*, is intended as an introduction to some fundamental questions in the philosophy of social science. It is a collection of eight articles and excerpts from lengthy writings in the field, all recent contributions with the exception of a piece from Max Weber's work. The aim is to demonstrate the practical and theoretical significance of the present debate over values and objectivity in the social sciences. The papers are grouped together in four sections each presenting two fundamentally opposed viewpoints. There is a brief introduction to every section together with suggestions for further readings. There is, in addition, a good bibliography and a general introduction that places the controversial issues in historical and philosophical perspectives.

It is obvious that an attempt has been made, through the selection and organization of the content, to give equal exposure to opposing views on these issues. The attempt has been successful, yet a certain lack of balance in the introductory section has not been altogether avoided. Robert Nisbet's defence of objectivity, expressed in an essay taken from the *New York Times Book Review*, may match Marvin Surkin's attack in clarity and vehemence, but its comparative brevity and the nature of its original purpose do little to equate it to the latter's thoroughness in the consideration of matters of social policy. The selections by Richard Rudner and Alvin Gouldner present two clear and well-argued opposing viewpoints on objectivity. These, together with the well-chosen excerpts on values from the work of Abraham Kaplan and Max Weber, provide the main substance of this book.

The concluding section consists of an essay by Howard Becker and a critique by Gresham Riley along with their respective "replies." They dis-

cuss the question of objectivity with reference to the sociology of knowledge and the structure of society. One may question the advisability of including these two selections in an introductory book of this nature since the arguments and counter-arguments may appear rather narrow and involved to a beginner. Nevertheless, this is a useful little book that will certainly encourage the reader to undertake further studies in the subject.

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**Lois Birkenshaw.
MUSIC FOR FUN,
MUSIC FOR LEARNING.**

**Toronto:
Holt, Rinehart and Winston,
1974.
243 pp. \$6.50.**

Music for Fun, Music for Learning is a valuable addition to the literature for teachers of young children. Lois Birkenshaw combines wisdom and musical taste with an understanding of children. Her emphasis is on the correlation between learning processes and various aspects of musical development, especially movement. Throughout, different learning concepts are tied to specific musical activities or games.

Birkenshaw is at her best in the sections dealing with movement and singing. Also fine are the rhythm notation games, the suggested bibliography and discography. Discussions on auditory discrimination and sequencing, and the section on instruments for classroom use are superb. Other sections have weaknesses which will, hopefully, be eliminated or corrected in future editions.

In the section on Rounds, inadequate attention is given to introducing canon with movement, speech, clapping and body sounds. Melodic canon is also glossed over and more use might have been made of movement and rhythmic content in the introduction of new songs. Frequently, but not nearly often enough, the reader is cautioned that certain activities or coordinations are difficult or impossible for children with learning disabilities.