

There is no doubt that *The Musical Classroom* is filled with good, usable material, and offers guidance and help to those who lack musical skills. It does not, however, take into consideration the fact that the development of an individual's own musical skill and of his ability to teach music to others are, of necessity, slow processes. To try to accomplish so many tasks in one book and one semester seems to defeat the purposes in hand. These well-intentioned authors fall into the same trap as do so many others, that is, "trying to get a quart into a pint pot."

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Evelyn L. Schurr.  
**MOVEMENT EXPERIENCES FOR CHILDREN.**  
Englewood Cliffs: Prentice Hall.  
578 pp. \$15.95.

The title "Movement Experiences for Young Children" is misleading if one expects to find movement defined in terms of the movement principles developed and established by Rudolf Laban. Schurr does not use Laban's movement principles for curriculum content or for the movement analyses. Instead the term *movement* is used to describe basic motor patterns. *Movement* also refers to motor skills used in traditional games, dance, or gymnastics.

The beginning chapters focus upon how children develop and learn. Teaching methods, objectives, and organizational practices which help in meeting children's individual needs are discussed. The remaining chapters provide content material in the areas of games, dance, and gymnastics.

Although Schurr discusses the objectives of a humanistic approach to physical education, the major portion of her book describes games of low organization, relay games, and lead-up games. When the major emphasis is to develop predetermined game skills with children who have different abilities, it becomes difficult to see how the individual needs called for in the humanistic approach are satisfied. The reader must determine for himself how a humanistic approach can be applied to traditional games. The two areas of physical education which lend themselves naturally to a humanistic approach, creative dance and educational gymnastics, receive minimal attention.

There appears to be a discrepancy between the objectives described for physical education and the content suggested. The author supports conceptualized learning, but the content she provides for physical education classes leaves little hope that such an experience will happen.

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