

# Significant Books

Roswell D. Merrick  
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**Professional Career in Physical Education.** *Louis E. Means and Lawrence A. Pape.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963. 256 p.

This new text offers the beginning professional student an opportunity to study the challenges and opportunities associated with a leadership career in physical education.

Louis E. Means collaborates with Lawrence Pape of Fresno State College in providing the reader with a sound concept of the scope and role of the school physical education program and its relationship to education in general. It is replete with fresh new ideas, and sound conceptual insight into the needs of children and youth. No punches are pulled in discussing the present and future status and challenge of physical education.

The book is designed as a basic text for lower division major students, but is excellent as a source and reference book for all teachers, supervisors and principals. Its direct application to the latest developments in health and fitness is timely and helpful, besides bringing an inside story of the nationwide fitness movement from the source of much of the material and the motivation which have developed Operation Fitness USA in AAHPER and the National Education Association as it works closely with the President's Council on Youth Fitness.

This book is thought-provoking because it illustrates physical education's part in man's desire to work out his own life. Man seeks the knowledge which will permit him to protect and improve his mental and physical condition and that of the community—and physical education is prerequisite to man's attaining these goals. This new text's focus on the field's impact in a space age stirs readers with a new sense of urgency for a sound concept of physical education as this relates to the education of the total individual.

The authors have followed a well-defined road between hyper-intellectualism on one extreme and highly specialized athletics on the other extreme. They point up the need for providing everyone with physical education experiences within their capabilities. The chapter on "Principles Guiding Program Development in Physical Education" is particularly noteworthy—something that should be read by every teacher and school administrator.

This book points out in detail all of the advantages and disadvantages, all the pitfalls and challenges, and the many considerations that must be made for those considering a career in this area of education. Its final chapter, which seeks to divine what the future will be like is recommended as "must" reading. It is believed that this text answers a great

need for a sound concept of physical education as this relates to the education of the total individual in today's schools.

Louis E. Means is currently the Associate Executive Secretary of the American Association for Health, Physical Education, and Recreation, a Department of the National Education Association. Prior to this assignment he served for nine years in the California State Department of Education as Assistant Division Chief of the Division of Instruction, and in the Bureau of Health, Physical Education and Recreation. Prior to that he was director of the total program at the University of Nebraska and at Beloit College. His earlier years were spent in directing physical education, health and recreation programs in Indiana and Wisconsin elementary and secondary schools.

Lawrence A. Page is Professor of Physical Education at Fresno State College, California, where he also directs the graduate program. His early experience was in the public schools of Ohio, with graduate professional work at Ohio State University and Columbia University.

—Reviewed by ROSWELL D. MERRICK, Assistant Executive Secretary, American Association for Health, Physical Education, and Recreation, NEA, Washington, D. C.

**Intramurals: Their Organization and Administration.** *Louis E. Means.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963. 386 p. \$5.50

Recently schools have begun to pay greater attention to the social, health and fitness needs of boys and girls. This emphasis is enabling schools to provide more opportunities for diversified fitness and sports activities appropriate to the age and maturity of the young people.

School leaders and teachers watch the literature closely for assistance in organ-

izing and developing well-planned activities to enrich the learnings obtained in class instruction. This new volume by Louis E. Means is jam-packed with tried and tested techniques and practical ideas—just what every teacher and school administrator has been seeking in this area. It carefully outlines the administrative procedures that will assure significant outcomes from the school intramural program. It is the only book of its kind that includes careful treatment at the elementary and secondary school levels. It is replete with illustrations, time-tested methods, and descriptions as to how to make many pieces of needed equipment.

The educational impact of school recreation as a laboratory for the instructional program is carefully presented by an educator recognized as an authority in the field. The book shows how sound health and fitness can be attained through a broad sports and activities program which can build lasting attitudes and skills for adult living. It offers no panacea for fitness through daily calisthenics and the like. It helps teachers, supervisors and principals better to guide children into activities which are rich in social and physical values—into activities which give renewed interest and purpose to the academic and mental demands of a good school program.

In two previous editions by another publisher, this book was acclaimed the leading text on the subject, adopted in teacher-preparation courses by more institutions of higher education than any other. It has now been completely revised, updated, and made even more practical. It contains a complete treatment of intramural history, philosophy and objectives, and an unusual bibliography that includes most significant titles

written on the subject. It presents in usable form the procedures and guide lines that have created many of the nation's outstanding intramural and school recreation programs.

—Reviewed by ROSWELL D. MERRICK.

**Principles and Methods in Secondary Education.** Robert C. McKean. Columbus, Ohio: Charles E. Merrill Books, Inc., 1962.

Preparing an estimated 12 million secondary students for a productive future is the awesome responsibility assumed by the nation's corps of teachers. At a time when demands for quality education are being voiced and public interest is at an all-time high, those preparing to assume responsibility in the teaching profession are seeking the best information and training possible to fit them for this role.

Perhaps the wisest base upon which to build proficiency in teaching is that of research findings. In this volume, the author has capitalized upon extensive investigation in the field of educational experimentation as he discusses principles and procedures found feasible in secondary schools. In so doing, the value of research findings to the neophyte teacher is clearly emphasized.

The opening chapters create the setting for teaching today and offer a challenge to those interested in improving public secondary education. The remainder of the text offers detailed investigation of the actual classroom situation, the planning and evaluation of experiences, the various roles and responsibilities of the teacher as well as a look to the future of the public high school.

Throughout the volume, the teacher as a key figure, with sensitivity to the needs of the students and understanding of societal demands, is emphasized. To this

end, Chapter 4, "Guiding Classroom Experiences," and Chapter 5, "Planning Classroom Experiences," are particularly significant. The discussion of levels of evaluation should add to the teacher's depth of understanding and enhance his role as a key figure in the educational process.

Description of typical students provides insight into the recurring problem of control measures suitable for the secondary classroom. Possible courses of action and practical suggestions for the beginning teacher build assurance and skill in this vital area.

Chapter 12, "The Effective Teacher," is especially well presented. The teacher image and the responsibility of the professional are honestly and clearly detailed. Some of the author's statements in this section may be challenged by readers but this can only lead to a more critical analysis of the teacher's role today.

Liberal use of pertinent illustrations, chapter reviews, and a wise choice of bibliographical entries further recommend the text to college students.

Strengths of the volume are readily apparent. The easy, free-flowing style attracts the reader, the research base of the principles and procedures described reassures even the most critical, the clear, concise treatment of materials is economical of the reader's time, the personalized approach to the would-be teacher holds appeal, the range of problems and interests discussed is all inclusive.

However, the weakness of the text lies in the underestimation of the quality of intellectual curiosity and the seriousness of purpose of today's college student preparing for the teaching profession. Although the range of topics discussed is rather complete, the depth of treatment will perhaps not challenge the mature student.

As an introductory text or an overview of secondary education, the volume provides a "take-off" point for challenging discussions, further research and serious debate. Judicious use of supplementary resources will add the depth lacking in the presentation of several topics.

—Reviewed by MARJORIE E. JARVI, Supervisor of Reading Services, Montgomery County Public Schools, Rockville, Maryland.

**Teaching in the Elementary School**, 2nd Edition. **Herbert J. Klausmeier and Katherine Dresden**. New York: Harper and Brothers, 1962.

Education in the elementary schools of the United States is increasingly in the limelight. Mass instruction, earlier introduction of reading, inclusion of more difficult content materials, homework demands, programmed and televised instruction are but a few of the pressures which place a high premium on decision making by the elementary teacher. Questions of what to teach, whom to teach and when to teach are demanding attention. Guidance toward an intelligent solution of each of these problems is being sought by many.

The college elementary education student particularly will find lucid, carefully detailed direction in the revised edition of *Teaching in the Elementary School*. Discussion of curriculum organization, the nature of the learning process and child development provides a sound background for consideration of the teaching process. Recent innovations in education, instructional teams, programmed instruction and use of technological inventions are carefully reported.

The major content areas, as well as specialized services, evaluation and the needs of exceptional children, are comprehensively treated. In the language



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arts, the authors place major emphasis on reading, with oral and written communication, modern foreign languages, spelling and handwriting being discussed less extensively. A critical analysis of the facets of the relatively new procedures of individualized reading, the import of a rich experiential background preceding any program of written or oral communication, as well as the relationship between language and thinking might have warranted inclusion in this section.

Consideration of other curriculum areas, elementary mathematics, science and social studies, the arts, physical education, and health education stresses evaluation based on carefully chosen objectives, wise use of varied instructional materials, and the development of skills and attitudes necessary for effective participation in a complex world. Experts in the field contribute to the discussion

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of foreign language teaching, science and mathematics.

Of particular interest is the chapter on mental health and discipline. Dealing with a topic of major concern to all preparing for teaching as well as those active in the profession, this section offers realistic guidance toward establishment of a classroom climate conducive to learning.

Invaluable to the beginning teacher is Chapter 5, "Planning for Classroom Instruction." The discussion of unit planning and daily planning incorporates practical suggestions for curriculum improvement, evaluation, and teacher-pupil cooperation.

Reporting pupil progress is often a source of anxiety to those new to teaching. Techniques of this aspect of the school program are often inadequately

treated in volumes of a similar nature. However, here the authors give specific guidance in conference techniques, stimulate questions regarding pupil appraisal and clearly describe methods in current use.

Comprehensive coverage of major areas in elementary education, a selective bibliography plus study helps for each chapter make the volume a valuable resource appropriate for the college classroom and also provides a base for in-service programs with experienced teachers.

Competently the authors have contributed a well-illustrated, readable, highly useful text worthy of study by anyone interested in better education for the nation's children.

—Reviewed by MARJORIE E. JARVI.

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#### Secondary School

*(Continued from page 375)*

haps in greater need of directed exercise than the others. These classes should be one-half the size of regular classes. Various state departments and large city districts have excellent adapted materials which are readily available.

There must be constant in-service teacher training and other opportunities for professional growth, including curriculum development by the teachers themselves. Under proper guidance such efforts frequently attain excellent results.

Competent supervision is essential in order to keep the program properly oriented. Principals have a duty to become reformed concerning the objectives of physical education and the basic program through which these are realized. A preconceived notion that athletics is the elixir for this attainment is a common fallacy. When in doubt, principals should consult their state directors of physical education.

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