

**Evelyn L. Schurr.**  
**MOVEMENT EXPERIENCES**  
**FOR CHILDREN:**  
**A HUMANISTIC APPROACH**  
**TO ELEMENTARY SCHOOL**  
**PHYSICAL EDUCATION**  
**2nd Edition.**  
**Englewood Cliffs, N.J.:**  
**Prentice-Hall, 1975.**  
**619 pp. \$11.65.**

A quick glance at this book by a reader familiar with the first edition might suggest there have been few changes. Indeed the general format and several charts have been retained, and the chapters dealing with the provision of movement experiences are, (to this reviewer's regret) altered little. However, the fundamental thesis presented in Parts I and II shows much re-thinking and possibly changes in the author's value system.

Schurr appears to be vacillating between the more traditional approach to the teaching of physical education and that supported by exponents of movement education. Statements such as "Informal work can and should be continued through the school years in addition to or to the exclusion of formal gymnastics," are somewhat contradicted by the examples of lesson material presented in Chapter 14. In spite of these anomalies, basic concepts accepted by movement education specialists (for example the necessity of understanding the child and his central role in the development of curricula, the importance of utilizing varied forms of methodology, the recognition of individual differences and the need for sound planning, both long and short term) are stressed. Schurr sees them as being fundamental to the development of a curriculum that provides "a continuity of experiences" through which the child acquires "skills of movement, the understanding of the structure of human movement, the ability to utilize the processes of movement, and to enjoy and employ the products of movement." (p. 2).

Some confusion regarding the na-

ture of different activities emerges in Chapter 3. Schurr discusses four major "activity areas" that form the basis of the elementary school curriculum. In the gymnastics area, she includes manipulative skills using balls and bats. She then states that "... work with sports implements and balls is related to the basic skills of specific sports." All this appears to be out of context; surely this belongs to the next section which looks at games and sports? This discrepancy exists later when one finds examples of activities involving ball control: "Place kick the ball at a target," (p. 556) in the chapter on teaching gymnastics.

Inaccuracies occur in Table 9-1, "Factors of Movement Study." This chart is based on Rudolf Laban's descriptive analysis of movement and is fundamental knowledge in the field of movement education. There are several publications available which could have been used to verify the information in the table.

A further shortcoming is the dearth of help for the teacher of Cycle I children. This is the age when the foundations for later, more specialized skill learning are laid. Schurr acknowledges the existence of the young child in Part I but provides little for him in Part IV.

On reflection, it seems that the most important contribution to the existing literature on elementary school physical education is found in Parts I and II of Schurr's book. Here the writing is sound. Her holistic approach to an aspect of the curriculum often considered "a frill" by administrators is convincingly presented. Many useful references are included, and charts and diagrams give additional clarification to the text. The line drawings of children found at the beginning of each chapter and on the title page are delightful.

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