

ducing education students to philosophical analysis.

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**Terry Orlick and Cali Botterill.**  
**EVERY KID CAN WIN.**  
Chicago: Nelson-Hall, 1975.  
186 pp. \$6.95.

As a senior high school student, I was very interested in the philosophies expressed by Terry Orlick and Cali Botterill in their book *Every Kid Can Win*. Throughout the book, a whole new concept of education was examined: one that stressed the learning and enjoyment of sport rather than winning. Having taken part in a physical education program throughout elementary and secondary schooling, I was able to relate to the reasoning behind the principles of their teaching methods.

Orlick and Botterill impressed upon the reader the necessity of mass participation and equal opportunity in organized scholastic and community sports. They endorsed early exposure of children to physical activity in order to encourage the enjoyment and positive aspects of sports. The teaching of skills should be executed in a manner such that a child learns self-improvement and self-discipline. Sportsmanship and positive attitudes toward competitors were also major concepts that the authors presented.

In present society, I feel that too much value has been placed on winning. Often adults are made to feel inadequate when they take part in sports. Children also feel this way. Too often I have seen and experienced the emphasis placed on the talented child who always makes the team, who is the pride of the teacher, and who is, needless to say, the envy of the less skilled children. Is this necessary or even desirable? Why can't every child, regardless of athletic ability, be able to enjoy and participate in sports, and in a sense be a winner, too?

These ideas are examined in Orlick and Botterill's *Every Kid Can Win*.

I think that they have some very constructive suggestions for the improvement of the present teaching methods in institutions across the country and offer techniques aimed at increasing the level of enjoyment and satisfaction achieved by children everywhere.

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**Elizabeth Hallamore.**  
**THE METRIC BOOK OF**  
**AMUSING THINGS TO DO.**  
Toronto:  
Greedy de Pencier, 1974.  
96 pp. \$2.50.

This book offers a wide range of things to do. The activities vary from construction, games, and recipes to thought-provoking puzzles that are most easily solved through the use of algebra. Instructions are brief and clear but in some cases would seem to be inadequate. Rather clever illustrations tend to make up for this deficiency.

The use of the term "metric" in the title informs the reader that all construction measurements are made in centimetres, masses are given in grams and kilograms, and the word puzzles centre around metric prefixes. The metric 24-hour clock, however, is ignored in the activity involving time; and there are a few of the crossword puzzle clues that, correctly answered, would not agree with the solution shown on the answer page. Number 2, Down, asks for "A basic unit of capacity." Such a unit does not exist. "Farad," a derived unit of electrical capacity, has the required number of letters; but "litre," a unit of fluid volume, is the expected answer. The solution is also a little careless in its use of upper and lower case letters in its symbols, and it refers to the puzzle itself on the wrong page.

In spite of the few technical errors, however, this book should provide hours of activity for a mentally active teenager.

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