The Application of a Philosophy of Physical Education to the Teaching of Modern Dance

Ruth Carey

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THE APPLICATION OF A PHILOSOPHY OF PHYSICAL EDUCATION
TO THE TEACHING OF MODERN DANCE

A Term Paper Submitted in
P. E. 563

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by

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Date Sept. 4, 1957
THE APPLICATION OF A PHILOSOPHY OF PHYSICAL EDUCATION

TO THE TEACHING OF MODERN DANCE

Submitted in Partial Fulfillment of the Requirements
for the Course, Philosophy of Physical Education, P. E. 563,
and for the Master of Science Degree

by

Ruth Carey

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THE AIMS AND OBJECTIVES OF GENERAL EDUCATION.

In formulating a philosophy of physical education, we must consider first the aims and objectives of general education since physical education is an integral part of the total educational process.

Dr. Mortimer Adler, professor of law, psychology and philosophy at the University of Chicago describes John Dewey's conception of education in an article called, Pragmatic Philosophers Flourish in Practical America:

For Dewey, as for Aristotle, development or growth is the actualization of form in relatively formless matter; in Dewey it is the instituting of facts out of an indeterminate subject-matter in the "process of inquiry." It is an experimental intelligence, instinct in human behavior, which gives the world its form and character, though it is of course directed by the nature of what it comes to know.

Dewey devised his own brand of a distinctively American psychology—behaviorism. Mind for him becomes behavior; mind is continuous with body. It is the body growing more intelligent. This is best illustrated in Dewey's "Democracy and Education," which is probably the most influential book on the philosophy of education ever written, and certainly one that was prophetic of what education must become.¹

So, we conclude that John Dewey's theory is based on the idea that education is a continuous process of reconstructed experiences. This process has a two-fold purpose, (1) that the individual becomes socially content and (2) that he becomes master over his problems. Continual increased search for knowledge is the outcome of such a process.

¹ Adler, Dr. Mortimer, University of Chicago, Pragmatic Philosophers Flourish in Practical America, Editorial page, Decatur, Ill. Herald, Sunday, January 20, 1957.
Editors Don Boydston and Ross Merrick, reporting in the section of the Journal of Health, Physical Education, and Recreation called Basic Issues define general education in the following manner; "General education has as its objectives the development of competencies, understandings, and knowledge that each citizen in a democratic society should possess."

In a report in Current Issues in Higher Education, 1950, by C. E. Erffmeyer, the following objectives of general education are offered:

1. **Effective communication.** First, this is the ability to express oneself effectively, both in speaking and writing so as to be understood by others. Secondly, it is the ability to listen and to read with critical intelligence.

2. **Acquaintance with values and ability to discriminate among them.** Among these values are the intellectual, the aesthetic, and the moral. Intellectual integrity and the worthwhileness of intellectual activities are to be emphasized. Good taste and the appreciation of beauty are to be fostered. Moral standards are to be developed.

3. **Responsibility to the local, national, and world community.** Education must develop an active sense of responsibility for good citizenship in all these areas so that the individual will (a) regulate his own personal and civic life in harmony with democratic ideals, and (b) participate actively (even as a student as far as personal circumstances and the resources of the school will permit) as an informed and responsible citizen in solving the social, economic, and political problems of the local, national and world community. The good citizen is not one who always agrees with the accepted purposes and patterns of his community; he is one who through informed and creative criticism helps his society to correct its shortcomings.

4. **Ability to participate in a successful and satisfying family life.**

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5. **Worth-while use of leisure time.** This aim will be partly realized as the student achieves the aims already listed. The greatly increased leisure of the new generation, however, means that the student should, in addition, be helped to understand and enjoy literature, art, music, and other cultural activities, and be encouraged to participate in some form of creative activity.

6. **Critical and imaginative thinking.** General education must seek to cultivate generalized habits of reflection and the processes of reasoning employed in reaching valid conclusions. Some educators regard this as the most important contribution general education can make to the lives of students.3

As a layman deciding to investigate just what modern education is all about, Mr. Falcon O. Baker writes:

> At one time the sole aim (of education)* was literary—teaching the child to read and write and figure. Today the aim is to develop socially-responsible citizens who will lead useful and happy lives... .

Listed among the goals of modern education I found:

1. Teaching the three R's—not as an end in themselves, but as tools for achieving other goals.

2. Instilling a sense of good citizenship and moral conduct.

3. Training in health and safety practices.


5. Developing the skills and knowledge necessary for earning a living.

---

* Material in parenthesis inserted by author.

6. Helping the child discover profitable leisure-time activities.4

Thus we see that the Seven Cardinal Principles of Secondary Education5 set up in 1918 are still the guiding stars for education. They are Health, Command of the Fundamental Processes, Worthy Home Membership, Citizenship, Worthy Use of Leisure Time, Ethical Character, and Vocation. Mr. Baker wrote his article after talking with experts in the field of modern education. In comparing the modern goals, with the Cardinal Principles, we find that there is a close parallel with a modern day emphasis upon mental health and guidance.

OPPORTUNITIES IN THE FIELD OF PHYSICAL EDUCATION FOR REALIZING THE AIMS OF GENERAL EDUCATION

Assistant Dean of the College of Physical Education, John D. Lawther, Pennsylvania State University, answers the question, "Are our physical education programs meeting objectives of general education?" In his answer we see the specific and unique contributions physical education offers to the aims of general education:

The first and sixth of the Cardinal Principles of Secondary Education (1918), "Health" and "Worthy Use of Leisure," pointed directly toward physical education. Others such as "Citizenship" and "Worthy Home Membership" involved certain emphases in physical education. Mental, social, emotional and physiological health; socio-motor and recreational skills; and physical competency are the objectives of education which are of special concern to physical education.

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More specifically, we want the individual to have musculature and suitable posture; i.e., some muscle on his bones and the body mechanics for its most efficient use. We want him to have a body so trained by breadth and variety of activity that it performs with unconscious, perfectly co-ordinated nicety of control.

We want him to have skills: (1) active skills as tools for cooperative and competitive social activity; and (2) skills for fun, for recreational outlets, for physical self-expression. Finally, we want him to have the knowledge and habits essential for prolonging his own health and fitness.

We are approaching these objectives only in those few communities which endorse them and furnish both the essential facilities and the staff.6

In a chart entitled, Interdependence of Adjustment and Development Objectives designed by Karl W. Bookwalter,7 we see how the biological objectives of development, stressed by physical educators, contribute to three of the Cardinal Principles of Education, namely; Health, Worthy Use of Leisure Time and Ethical Character. This chart appears in the appendix on page i. The first set of blocks at the extreme left of the chart contain Nash's8 biological development objectives and Staley's9 pedagogical objectives. In the first block appear: organic dev.--biological : physical dev.--pedagogical


In the second block appear: neuromuscular dev.--biological

: habits and skills--pedagogical

In the third block appear: interpretive-cortical dev.--biological

: knowledges, judgments, insights--pedagogical

In the fourth block appear: emotional-impulsive dev.--biological

: ideals, attitudes, appreciations--pedagogical

Opposite each of the four blocks and headed by these titles; Health, Worthy Use of Leisure Time and Ethical Character, appear blocks which contain more specific objectives. The objectives in each of these corresponding blocks show the unique contributions physical education can offer these three aims of education as they also contribute to the developmental objectives of physical education.

Dr. Charles A. Bucher,10 New York University, suggests that professional people in physical education can make a great contribution to our democratic ideals if they develop a sound philosophy regarding their field. In order to do so they must know what physical education is, what objectives are involved and what contributions it can make to enriched living.

DEFINITION OF PHYSICAL EDUCATION

What is physical education? Dr. Karl W. Bookwalter answers this question in the following manner:

Physical education, as a process, is a phase of education which is concerned with the adjustment and development of the individual and group in and through total-body activities,

largely of a playful type. As a product, physical education is the adjustment and development accruing from organized instruc-
tion or direction in such total-body activities.

By adjustment is meant the establishment of an optimum relation­­ship between the individual's physical status, behavior, and intel­­lect, and sound physical, social, and mental standards.

The physical education program is that phase of the educati­onal process which consists of:

1. The core-required instructional program involving total-body activities for all normal students in school time.

2. The adapted and restricted required program for a-typical students essentially in school time.

3. The voluntary intramural sports and co-recreational sports and activities for most students, primarily in out of school time.

4. The voluntary interscholastic and intercollegiate sports program for superior performers in out of school time.

The activities, which are the primary media for the adjustment and development desired, can be described in general as gymnastic, rhythmic, and sports. . . .

Participation in the activities according to social and hygienic standards is an ultimate end in itself which results from proper education in these physical activities. There are associated and concommitant objectives accruing through participation in socially approved activities which are no less the purposes of a physical education than is sound participation.

The ends, goals, purposes, objectives, or outcomes of physical education extend from the ultimate purpose or aim which is an objec­tive of education, to the immediate observable developments and adjustments which are taught and learned in the daily instructional situations. . . .

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AIMS AND OBJECTIVES OF PHYSICAL EDUCATION

What are the aims and objectives of physical education? Dr. Karl W. Bookwalter\(^{12}\) has developed an interesting chart entitled, *The Objectives of Physical Education Graphically Presented*. A reproduction of this chart appears in the appendix page ii. The author has inserted a philosophical aim developed in the course, Philosophy of Physical Education\(^*\), directly below Dr. Bookwalter's aim.

Starting at the bottom of the chart at the pedagogical level, there are listed outcomes of physical education classes as objectives. Stepping up the ladder, following the lines of connection, we see that these outcomes contribute to the broader biological objectives which in turn, have an effect on the remote adjustment objectives; Health, Worthy Use of Leisure Time and Ethical Character. In following all the connecting lines up the ladder of objectives, we see that each level and its parts come together to be unified into a generalized aim at the philosophical level.

In an Illinois state bulletin presenting recommendations for elementary and secondary schools, 1951, general objectives for physical education are listed:

Since growth and development are continuous processes, the program of physical education, to be fully effective, must encompass the entire span of childhood and youth. Physical education offers opportunities for:

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\(^*\) Course, Philosophy of Physical Education, P. E. 563, Instructor, Dr. Haight, Eastern Illinois State College, Charleston, Ill.
a. Developing ability to perform big-muscle activities according to hygienic and safety standards. These activities are essential in living an effective life.

b. Developing neuromuscular qualities of agility, coordination, balance, strength, power, flexibility, and muscular endurance.

c. Developing the psychomotor qualities of poise, grace, rhythm, and relaxation.

d. Developing good posture, effective body mechanics, and body symmetry.

e. Developing organic vigor and dynamic health. Good physical condition is essential in meeting routine and emergency demands.

f. Exercising the organism. This is a biological need and results in a feeling of physical and emotional well-being.

g. Developing ability in performing basic vigorous utilitarian activities, such as lifting, carrying, pushing, running, jumping, climbing, catching, throwing, and dodging.

h. Developing abilities in performing activities which contribute to the wholesome use of leisure in meeting recreational needs. These activities provide a wholesome release from tension or boredom.

i. Developing abilities in performing activities which contribute to meeting the play needs of children.

j. Developing good social behavior and good personality.

k. Developing followership, cooperation, and leadership.

l. Developing an appreciation of the cultural (i.e., the hygienic, social, historical, economic, educational, recreation, aesthetic, genetic, kinesiological, physiological, psychological, and therapeutic aspects of sport, dance, and exercise activities).

m. Ameliorating or correcting certain physical defects through prescribed activities under competent medical direction.
n. Developing physical fitness, sports abilities, and the emotional stability essential in times of emergency-peace or war.\textsuperscript{13}

CONTRIBUTIONS PHYSICAL EDUCATION CAN MAKE TO AN ENRICHED LIFE

What contributions can physical education make to enrich the lives of citizens in our democratic society? In a chapter entitled, The Need for Physical Education in Modern Day Living, Dr. Bucher\textsuperscript{14} discusses some of the contributions physical education can make: "Physical education can be of great service in our society in promoting healthful living. It seems that individuals who engage regularly in adapted physical activity lead a more vigorous, a more interesting, and, to a great extent, a healthier existence than individuals who are content to follow sedentary pursuits." The use of the word "adapted" in describing physical activity suggests that one's active participation should not end with graduation from school but should continue on through life. However, participation should be geared to the individual's endurance powers.

Dr. Bucher\textsuperscript{15} continues his discussion by citing some of the pressing problems in our modern-day living. Increased leisure time, a product of the Atomic Age, presents a challenge to physical education in promoting recreational activities. Juvenile delinquency is a problem which must be faced squarely by education. Physical education can provide the outlets...


\textsuperscript{15} Ibid., pp. 71-80.
and activities our youth need to replace socially unacceptable ones. Also, physical educators should encourage our citizens to actually participate in activities rather than be mere spectators. Physical education can relieve some of the tension caused by the rate of modern-day living in its race for material possessions and social advances.

BASIC PHILOSOPHICAL PRINCIPLES FOR THE TEACHER OF PHYSICAL EDUCATION

The good teacher of physical education adopts principles in his field which are guides to action. Principles are based on scientific facts and best-held opinions of experts in the field. Physical education is concerned with the entire organism so its principles are naturally grouped into biological, psychological, and sociological categories. The following summaries of each of these categories of principles have resulted from discussion in the course, Philosophy of Physical Education, P.E. 563. The sources used are included in the selected bibliography, p. v.

BIOLOGICAL PRINCIPLES

1. Man is equipped with a body which would degenerate without movement. The fundamental movements are:

   running    throwing    hanging    catching
   jumping    climbing    dodging    striking

   Physical education should teach these fundamental skills with emphasis on quality of movement.

2. Movement is an avenue to experience—man must move his body in order to learn and to expand his experiences.

Physical education should provide the stimulus for expanding experiences of the individual through varied activities, stressing fundamental skills and vigorous movement.

3. The whole man is involved in all behavior—lack of recognition of biological need of physical activity and stress of mental activity is the trend.

Physical education should provide the balance needed to avoid nervous and mental strain caused by excessive mental interests.

4. Limits of body structure, individual physical differences, and degree of maturation should serve as guides to direct the physical educators' selection of activities and placement of individuals within activities.

5. Man is controlled by basic unconscious needs.

   1. to live
   2. to express himself
   3. to have friends and companions
   4. to give and receive affection
   5. to feel secure
   6. to find satisfaction

Physical education should provide experiences which will satisfy and allow for wholesome expression of these needs.

6. Man finds joy in living as he perceives by way of his senses:

   touching hearing
   smelling seeing
   tasting kinesthetic sense

Physical education should capitalize on the fact that increased motor activity heightens wholesome experiences through the senses.

7. Competition should be among homogenous groups.

8. Training should be a gradual process.

PSYCHOLOGICAL PRINCIPLES

1. Laws of learning

   A. Readiness may be defined as the state of the learner that makes a given task an appropriate one for him to learn because:
1. he is sufficiently mature.
2. he has had appropriate preparatory learning.
3. he has an aroused interest and desire to learn therefore, the task is more meaningful to him.

B. Exercise may be defined as the establishment of preferred pathways through the nervous system.

There is no reason to assume preferred pathways are ever finally achieved, although we discover conditions that help make such routes more or less permanent.

As the roads of response are perfected and correct patterns repeated, a skill has been acquired.

C. Effect may be defined as the feeling states present while a skill is being learned.

Repetition is not enough. A feeling of pleasantness aids in establishing preferred pathways in the nervous system.

All skill learning should proceed under as favorable organic conditions as possible.

If action is followed by satisfaction, the skill will be retained.

If action is followed by dissatisfaction the student not only will not acquire the skill but will develop a distaste for the activity.

Encouragement will aid the learning process while too much criticism may hamper it.

2. Theory of transfer

Skills are specific; therefore similarities in skills do not automatically transfer.

It is the teacher's job to point out transfer areas and show similarities not only in phases of skills but in attitudes and appreciations.

3. Physical education should make use of both the whole and part methods of teaching.
SOCIOLOGICAL PRINCIPLES

1. Physical education is a social experience. The individual as a part of the group has needs. They are:

   A. to be liked
   B. to belong
   C. to have the right to make his own decisions
   D. to behave according to social standards as to what is right behavior

2. As a part of the group in physical education class the individual should be encouraged to:

   A. participate actively in group thinking and discussion
   B. assist in forming generalizations by discussing specifics involved
   C. understand conditions and so carry over into real life these understandings
   D. realize that he only takes from a group in proportion to what he is willing to give
   E. go more than halfway to communicate and to sacrifice in personal wishes for the good of the group
   F. develop a democratic attitude of social sensitivity by putting persons before things or activities
   G. develop democratic characteristics:

      (1) respect for the individual personality
      (2) thinks, speaks, acts freely with due regard for the rights of others
      (3) accepts majority rule, has respect for the rights of the minority
      (4) bases decisions on careful study of facts—not emotion
      (5) knows his inadequacies
      (6) is flexible and therefore invites change for the social good
      (7) can govern himself, assume responsibility for his own acts and for the common good
3. Self-realization is a positive phase of socialization. Team work is the self expressed in cooperative enterprise. Physical education nurtures the following disciplines:

A. taking turns and sharing
B. good sportsmanship
C. faithfulness in spite of adversity
D. playing the game
E. good of the team comes first
F. not letting the other fellow down
G. giving more than one gets, not for one's self but for the good of school, city, nation
H. living up to what the group expects of you
I. being a good neighbor
J. having a sense of humor
K. obeying rules
L. being decent and law-abiding

DANCE, A SPECIFIC AREA OF PHYSICAL EDUCATION

DEFINITION OF MODERN DANCE

Modern dance is an important activity in the physical education program. As Dr. Williams,16 Columbia University says in his recent book entitled, Principles of Physical Education, "The remarkable modern dance

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movement appears to be one of the most vital, thoroughly alive art forms in current American life." We are concerned in this paper in describing this activity and applying the philosophical principles of physical education discussed above to the teaching of modern dance. Such a discussion should result in clarifying what modern dance can contribute to the aims and objectives of physical education and to the broader aims of general education.

Ruth Radir, introducing her book, Modern Dance for the Youth of America describes the activity as follows:

Dance as discussed in this book, is an art concerned with the communication of idea or feeling through the medium of movement. Modern dance is a term in current use applied to that kind of contemporary dance that organizes expressive movement in certain characteristic ways in a time-space structure. . . .

For the most notable characteristics of dance are as follows: it is an individualized expression, it is experimental and it is largely concerned with the significant aspects of a changing world.17

APPLICATION OF THE BASIC PHILOSOPHICAL PRINCIPLES OF PHYSICAL EDUCATION TO THE TEACHING OF DANCE

BIOLOGICAL PRINCIPLES APPLIED:

Modern dance communicates ideas and feelings through movement. Movement is the medium of expression. In dance as in all art forms one must learn techniques to be used as tools for expression. A chart18


showing movement fundamentals follows:

<table>
<thead>
<tr>
<th>Movement Fundamentals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locomotor</strong></td>
</tr>
<tr>
<td>walk</td>
</tr>
<tr>
<td>hop</td>
</tr>
<tr>
<td>jump</td>
</tr>
<tr>
<td>run</td>
</tr>
<tr>
<td>leap</td>
</tr>
</tbody>
</table>

**Examples of Locomotor Combinations**

- skip (walk and hop)
- slide (walk and leap)
- gallop (walk and leap)
- polka (hop, slide, walk)
- schottische (walk, walk, walk, hop)

**Examples of Body Combinations**

- bend and stretch
- swing and push
- push and pull
- strike and dodge
- bounce and pull

**Locomotor and Body Combination Examples**

- leap and swing
- hop and shake
- skip and bounce
- walk and twist
- polka and bend

**Elements Affecting Movement**

<table>
<thead>
<tr>
<th>Space</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>direction</td>
<td>tempo</td>
</tr>
<tr>
<td>level</td>
<td>accent</td>
</tr>
<tr>
<td>range</td>
<td>underlying beat</td>
</tr>
<tr>
<td>focus</td>
<td>duration</td>
</tr>
<tr>
<td>floor pattern</td>
<td>intensity</td>
</tr>
<tr>
<td>rhythmic pattern</td>
<td>phrase</td>
</tr>
<tr>
<td>measure</td>
<td></td>
</tr>
</tbody>
</table>

**Other Factors Affecting Movement**

- experiences
- feeling
- thought
- ideas
- perceptions

So we see that dance techniques are concerned with coordinated movement and stress fundamental movement skills. Movement is affected also by space factors and rhythmic perception. Rhythmic perception involves the
senses as we learn from Miss H'Doubler's discussion of Basic Concepts Concerning Rhythm:

1. The fundamental characteristic that sets rhythmic impressions off from other sensations is that they are felt as unit groupings.

2. Individuals vary in their capacity to perceive groupings.

3. These groupings are united in time and this temporal grouping further aided by the interplay of stresses or accent.

4. The form (appearance) of any act is determined by its rhythmic structure.

5. The recognition of the actual proportioning of the time and stress intervals of movement is the recognition of its rhythmic structure.

6. Repetition enables the student to discover the particular rhythmic structure of a unit grouping.

7. Once the rhythmic pattern (or structure) is known its recall is an aid to the next effort of execution of the movement.

8. Concentration on rhythmic structure integrates and releases ones energies in an organized and directed manner.

9. Movement itself is the source of the sensations by which it is known. Through the kinesthetic sense and individual is made aware of himself as a rhythmically moving object.

10. Knowledge of rhythm is expanded knowledge of movement.

11. Every movement has its efficient rate of execution. If slowed down beyond a certain point the rhythmic structure falls apart because its uniting force is diminished; if too hurried the necessary tenseness causes a rigidity which inhibits the dynamic flow and release of energy.

12. Rhythm promotes efficiency of movement and enhances its pleasure.¹⁹

In teaching dance techniques it is important that the teacher realize that pupils vary in their degree of structural limitations and maturation. It is wise to qualify a direction with a statement such as this, "If

¹⁹ H'Doubler, Margaret, P. E. Women, University of Wisconsin, cut #464-418. Sept. 1953.
you cannot do this as well as some of the other students, it is probably
because your body is different so therefore, your body will not do the same
things someone else will. Just do this as well as you can."

The dance teacher has unlimited opportunities to provide experi-
ences which will gratify the basic unconscious needs of the individual.
The pupil has many opportunities for self-expression if he is not allowed
to copy the movements of others, but through his senses he should consciously
direct his own movement. Such direction will result in security (loss of
self-consciousness), and satisfaction.

Elizabeth R. Hayes, Professor of Dance, University of Utah, in her
book, Dance Composition and Production summarizes the educative role of
the dance teacher:

In a consideration of dance as an expressive art in education,
the problem of defining the teacher's exact role arises. What sort
of compositional guidance can he give to the student? How much
assistance can he offer without trespassing upon the student's
legitimate rights and responsibilities as a choreographer? His
realization that the substance of expression must stem from indi-
vidual experience and his conviction that choreographic form should
develop from this substance (or content) impose severe limitations
upon the teacher's directive function. He cannot tell the dancer
what or how to compose. On the other hand, he can assist the stu-
dent by acquainting him with his art instrument--his body, and with
his art medium--he can show the student how to control the movement
of his body so that it will respond efficiently to his expressional
needs. In addition, the student can be taught guiding principles
of art form which may assist him in composing and in judging his
artistic efforts; and he can be exposed to as great a variety of
effective creative stimuli as possible, to enlarge his experience
and vision as to the expressive potentialities of his art medium.20

20 Hayes, Elizabeth R. Professor of Dance, University of Utah,
Dance Composition and Production for High Schools and Colleges, A. S. Barnes
PSYCHOLOGICAL PRINCIPLES APPLIED:

The laws of learning are very important guides for action to the dance teacher as they are to all teachers. It is the instructor's responsibility to stimulate an interest in dance by expressing her own enthusiasm and interest. The teacher must also be quick to sense the right time to say, "Now, let us plan a study" so that students will not be bored with study of technique alone. If they see a goal toward which they are heading, techniques become an interesting means to an end. The teacher should be certain that only those who express the desire, perform before their contemporaries as audience. If the teacher should push the student into even informal performance before he is ready, a psychological mind-set may form a mental block toward any phase of the activity.

In composing a dance, and in learning techniques, repetition is important so that the student feels secure in his knowledge of the movements. In knowledge and perfection of movement comes loss of self-consciousness and joy in performance. Dance uses the part method in building a dance, and the whole and part methods in learning techniques.

Dance is concerned with the expression of emotions not as such, but in an abstracted movement form. This fact has a psychological effect on the student of dance. Concerning this effect Miss Radir, says:

The discussion of the moods that we experience brings into the open feelings and fears that each individual may have thought peculiar to himself. Objectifying these feelings in movement helps students look upon their own individual tensions more objectively. Different members of the group, seeking words to express aspects of a feeling state, tacitly reveal a kinship of feeling. Those who have felt themselves different and alone, who have lived
behind a barrier of self, are enabled to see that their problems are shared by others and thus they are enabled to seek help from others.  

Each phase of the activity of dance, from the learning of technique to the performance of a composition, should be a satisfying experience. This is the teacher's responsibility and it is her foremost concern to regard each student as an individual, differing in readiness states, and in potential degree of skill.

Is there a carry-over from the experiences gained through participation in modern dance, into real life? Miss H'Doubler feels that there are important carry-over values received if they are pointed out to the student as they apply.

As in the creation of a dance, so in life, one of the main problems is that of harmonizing the multitudinous contributing elements. The dancer who has understood the process of composition should be able to carry over his knowledge into a technique of artistic living. In creating a style of life, one is ever searching for ways to become more sensitive to the many stimuli that constantly bombard mankind, seeking how best to evaluate and select experiences and meanings, and trying to organize these innumerable and conflicting elements into coherent patterns of behavior that reveal a life well integrated and adjusted to its environment, which, when all is said, is any man's greatest art achievement. The contribution dance can make to such living is its primary value to an individual life and to society.

'Tis to create, and in creating live
A being more intense, that we endow with form
Our fancy, gaining as we give
The life we image.

Lord Byron  


22 H'Doubler, Margaret N., University of Wisconsin, Dance A. Creative Art Experience, Appleton-Century-Crofts, Inc. c. 1940, pp. 167-168.
SOCIOLOGICAL PRINCIPLES APPLIED:

The teacher is not concerned with producing an artist as such. Her aim is to help the individual student become a well-integrated personality. As the student begins composing dance studies, the teacher encourages him to work in small groups of two or three. Here there is the give and take of ideas, suggestions and movement. But in the small group, compromise is not too demanding. Each individual makes a contribution to a satisfying whole.

As experience broadens, the small group studies can contribute to a dance performed by many. The democratic process flourishes and leaders develop who can take individual suggestions and movements and pool them to form the composition. Followers contribute by sacrificing individual ideas for the good of the group and a dance is composed.

So, we see that educational dance is an activity dependent upon action and interaction between individuals in groups. It is the teacher's responsibility to guide and to guide only. Expression of the group remains paramount—the teacher is not the choreographer, handing out movements to be learned and performed by her students.

In the preface to her book, Dance, A Creative Art Experience Miss H'Doubler points to the broad social values of dance in education.

If dance is to be brought into universal use, if it is to help in the development of a more general appreciation of human art values, it must be considered educationally. The future of dance as a democratic art activity rests with our educational system. Not everyone can avail himself of studio training, and even those who can afford such training will find that few studios are interested in this aspect of dance. One of the ways dance can reach everyone is through the schools. Expression through spontaneous bodily activity is as
natural to the child as breathing. This inborn tendency to expressive movement provides a reliable equipment with which to build a vocabulary for artistic dance expression. If every child in every school from his entrance until his graduation from high school or college were given the opportunity to experience dance as a creative art, and if his dancing kept pace with his developing physical, mental, and spiritual needs, the enrichment of his adult life might reach beyond any results we can now contemplate.

Dance considered from this standpoint can be of great social value, but to achieve these results we must bring it within the reach of the laity. It must be a vitalizing experience to them. Dance's power of civilization has always been felt whenever it has been experienced as a control over life in giving artistic form to its expression. This element has proven to be an enduring and vitally important power in the cultural life of all ages. It is for us today to rediscover this power and seek its influence. Only when dance is communally conceived can it exert a cultural influence.23

THE CONTRIBUTION OF THE DANCE EXPERIENCE TO THE GROWTH AND DEVELOPMENT OF THE INDIVIDUAL IN A DEMOCRATIC SOCIETY

Thus we have applied the principles of physical education to the teaching of modern dance. We see that, if enthusiastically taught by competent people, modern dance has much to offer to the aims and objectives of physical education. Basing our philosophy on the idea that our chief aim in teaching is the growth and development of each individual so that he may become a well-integrated personality, able to make worthwhile contributions to a democratic society; we hypothesize that modern dance significantly contributes to the objectives of physical education and to the broad aims of general education.

We conclude in the words of Miss H'Doubler:

If we accept the belief in the organic wholeness of man, it is evident that the development of his energies must be interdependent.

23 Ibid., p. xii.
Our emotions and desires need intelligent selection and guidance, and to be carried to their fullest expression they demand skillful execution.

In such a concept of human development the body should be considered as the outer aspect of personality, for it is the agent through which we receive impressions from the external world and by which we communicate our meaning. Thus the body should be given as careful a study and as high a perfection of technique as the associated processes of thought and feeling. The most completely developed person is the one who has trained all his powers with equal dignity and consideration, in order that he may be physically, intellectually, and emotionally integrated. We may restate the meaning of education as the disciplining and training of our powers and the attainment of skill in execution.

The very nature of the arts makes them especially adapted to this ideal of education, for it is only in art that all the aspects of man's complex nature are united in expression. In art, as in reality, the drives are of the emotional nature; when subjected to the restraint and directions of the intellect and executed by the physical, they result in a fusion of our energies with the focal point centered in the personality.

The place of dance in developing such individual growth is understood if personality is defined as the expressive total of all our physical, emotional, intellectual, and spiritual energies. These energies are in a constant state of reacting to and being acted upon by the social order in which we live. Of all the arts, dance is peculiarly suited to such a fulfillment of the personality. It serves all the ends of individual growth; it helps to develop the body; it stimulates the imagination and challenges the intellect; it helps to cultivate an appreciation for beauty; and it deepens and refines the emotional nature.24

24 Ibid., pp. 63-64.
<table>
<thead>
<tr>
<th>INTERMEDIATE BIOLOGICAL OBJECTIVES OF DEVELOPMENT</th>
<th>REMOTE SOCIOLOGICAL HEALTH</th>
<th>OBJECTIVES OF ADJUSTMENT</th>
<th>ETHICAL CHARACTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIC DEVELOPMENT</td>
<td>Normal physical growth and development</td>
<td>Physical force conducive to participation in leisure sports</td>
<td>Buoyancy and vitality of manner</td>
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<td></td>
<td>Normal body weight for type</td>
<td>Condition permitting of successful performance in recreational activities</td>
<td>Happy frame of mind</td>
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<td></td>
<td>Wholesome appetite</td>
<td>Removal of defects which hamper participation</td>
<td>Physical force enabling one to do his share of life's work</td>
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<td></td>
<td>Proper elimination</td>
<td>Tendency to draw others of equal physical development into partnerships in physical activities</td>
<td>Pleasant manner due to good health</td>
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<td></td>
<td>Increased cardiovascular efficiency</td>
<td>Strength and endurance sufficient to enable one to assist others in emergencies</td>
<td>Ability to retain one's mental peace under trying conditions</td>
</tr>
<tr>
<td></td>
<td>Increased resistance to fatigue and infection</td>
<td></td>
<td>Industry due to vitality</td>
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<td></td>
<td>Muscular strength and endurance</td>
<td></td>
<td>Socially desirable physical peace</td>
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<td></td>
<td>Reserve vitality to meet emergencies</td>
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<td>Self-confidence and self-respect</td>
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<td></td>
<td>Correction of remedial defects</td>
<td></td>
<td>Bodily cleanliness assuring insensitiveness</td>
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<td></td>
<td>Improved tonus of antagonistic muscles</td>
<td></td>
<td>Keeping physically fit for service to one's country</td>
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<td></td>
<td>Proper bathing to prevent skin and respiratory infections</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Normal developmental level for age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL CONDITIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEUROMUSCULAR DEVELOPMENT</td>
<td>Skills sufficient to promote normal all-round physical development</td>
<td>A varied repertoire of skills in seasonal sports and the habit of participating in them</td>
<td>Ability to occupy one's leisure in socially acceptable activities</td>
</tr>
<tr>
<td>HABITS AND SKILLS</td>
<td>Reinforcement through rhythmic action of normal body rhythm</td>
<td>Rhythmic action which enables one to acquire leisure activities more readily</td>
<td>Skills which enable one to enjoy recreative activities with the other sex</td>
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<tr>
<td></td>
<td>Relaxation and recreation from work by use of leisure skills</td>
<td>Safety skills in recreative activities</td>
<td>Skills which attract others to the individual (grace, smartness, etc.)</td>
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<td></td>
<td>Ability to handle body safely</td>
<td>Ability to attract others of equal skill into partnership in physical activity</td>
<td>Ability to assist in leisure activity</td>
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<td></td>
<td>Efficient functional posture</td>
<td>Leisure value of observing others participate enhanced by having the skills one's self</td>
<td>Ability to occupy one's leisure in socially acceptable activities</td>
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<td></td>
<td>Improved skills through improved general motor fitness</td>
<td></td>
<td>Ability to save others from drowning</td>
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<td>Skill in applying First Aid treatment</td>
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<td></td>
<td>Ability to fall safely</td>
<td></td>
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<tr>
<td>INTERPRETIVE-CORTICAL DEVELOPMENT</td>
<td>Understanding one's physical condition and capacity</td>
<td>Playing knowledge of rules, techniques, and strategies in a varied repertoire of seasonal sports</td>
<td>Knowledge of rules of good sportsmanship</td>
</tr>
<tr>
<td>KNOWLEDGES, JUDGMENTS AND INSIGHTS</td>
<td>Understanding of safety rules and procedures</td>
<td>Understanding of sports sufficient to make one an intelligent spectator</td>
<td>Knowledge of good form and ability in others' performances</td>
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<td></td>
<td>Understanding of accepted health rules</td>
<td>Knowledge of the importance of physical recreation in the normal life</td>
<td>Knowledge of how to care for property</td>
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<td></td>
<td>Knowing the rules of training or cond.</td>
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<td>Insight into the general principles which arise out of special amenities</td>
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<td>Understanding how to train and condition one's self for competition</td>
<td>Knowing where and how to impart one's recreative skills and knowledges to others</td>
<td>Knowing where and how to impart one's recreative skills and knowledges to others</td>
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<td>Knowing how and why to maintain correct posture</td>
<td>Understanding what constitutes fair dealing with others</td>
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<td></td>
<td>Knowing how to obtain proper treatment</td>
<td></td>
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<tr>
<td>EMOTIONAL IMPULSIVE DEVELOPMENT</td>
<td>Nervous force and control</td>
<td>Interest in and desire to participate in a seasonal repertoire of sports</td>
<td>Functional standards of conduct in sports situations</td>
</tr>
<tr>
<td>IDEALS, ATTITUDES, AND APPRECIATIONS</td>
<td>Normal desire for good health and bodily condition</td>
<td>Interest in nature and out nature activities</td>
<td>Respect for duly constituted rules and authority</td>
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<td></td>
<td>Cautious observation of safety precautions in recreation and school play</td>
<td>Proper attitude toward one's team, one's opponents, and fellow spectators</td>
<td>Respect for the rights and privileges of others</td>
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<td></td>
<td>Alertness to quickness and superstition</td>
<td>Appreciation of the difficulty and quality of one's own performances</td>
<td>Respect for property</td>
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<td></td>
<td>Willingness to submit to health service</td>
<td>Appreciation of worthlessness of physical recreative activity</td>
<td>Self-control in emotional situation</td>
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<td></td>
<td>Practice essential rules of health</td>
<td>Mental and physical relaxation, from play, sport, and recreation</td>
<td>Desire for recreational opportunities for others</td>
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<td></td>
<td>Elimination of undue worries and fear</td>
<td>Emotional and physical activities</td>
<td>Willingness to cooperate with others</td>
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<td></td>
<td></td>
<td>Appetite for good sportsmanship in others</td>
<td>Satisfactions from town, army, and country</td>
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<td></td>
<td></td>
<td>Appetite of good sportsmanship in others</td>
<td>Ability to assume leadership in school and community recreative activity</td>
</tr>
</tbody>
</table>
THE OBJECTIVES OF PHYSICAL EDUCATION GRAPHICALLY PRESENTED

The aim of physical education is to develop through total-body activity, primarily on the recreational level, the physically, mentally, and socially integrated and effective individual.

K. W. Bookwalter

* Physical education should be regarded as a medium of expression through which the individual grows and develops physically, emotionally, mentally, socially and spiritually to the end that he may become an integrated personality able to make worthwhile contributions to a democratic society.

* Aim developed in Philosophy of Physical Education, P. E. 563.
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