TEACHER-RECOGNIZED NEEDS AND PROBLEMS ENCOUNTERED IN TEACHING ELEMENTARY SCHOOL RHYTHMIC ACTIVITIES RELATED TO POSSIBLE SOURCES OF EFFECTIVE HELP

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by

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The first graduate project completed in the Education Division of the San Fernando Valley State College.

[Signature]
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CHAPTER I

DEFINITION OF THE PROBLEM
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DEFINITION OF THE PROBLEM

Although it is unlikely that this study will attract the interest of anyone who is not already aware of the importance of including rhythmic activities among the school experiences of boys and girls, a brief review of some of the values of a well-balanced program of rhythmic activities seems appropriate by way of introduction to a study of the needs and problems encountered by teachers in conducting such a program.

Participation in a variety of rhythmic experiences, as part of the physical education program and of the overall school curriculum, helps children to develop not only physically but also socially, emotionally, intellectually, and aesthetically. Few other elementary school subjects are capable of so thoroughly affecting the whole personality of the child. Vigorous body movement, coupled with appealing musical accompaniment, stimulating companionship, and a chance to learn new skills, put acquired skills to use, and to react creatively, make folk dancing and other rhythmic activities the kinds of learning experiences which are pleasurable as well as developmentally beneficial.

In most elementary schools, the responsibility for presenting educationally appropriate rhythmic experiences falls to the classroom teacher. It is difficult for the average classroom teacher to be expert at providing, without help, the richest possible experiences for the children in all the many phases of the elementary school curriculum.

This study is concerned with what the classroom teachers of grades 3, 4, 5, and 6, of a large city school system, recognize as the pitfalls
and stumbling-blocks which hinder their progress toward making rhythmic activities easy, worthwhile, and enjoyable for themselves and their children. By identifying their needs and defining their problems, perhaps more practical means can be devised for helping teachers to provide, and want to provide, the kind of enthusiastic and capable leadership which can make the rhythmic activities program a dynamic force in the total development of boys and girls.

Purpose of the study. It is the purpose of this study to examine teacher-expressed needs and teacher-recognized problems encountered by classroom teachers in conducting their rhythmic activities programs in the middle and upper elementary grades in the elementary schools of the Los Angeles City School System. An attempt is made to relate these teaching needs and problems to possible solutions (1) by means of suggestions offered by the teachers themselves, and (2) by means of certain other sources of assistance, indicated by this study, which may effectively help prospective teachers in training and active teachers in service to become more skillful and interested in teaching rhythmic activities as part of the elementary school curriculum.

Nature of the problem. This study is an attempt to ascertain through investigation (1) the most common and pressing needs and problems related to the teaching of rhythmic activities by elementary school classroom teachers, and (2) the various sources from which these teachers can gain proficiency and satisfaction in providing worthwhile developmental rhythmic experiences appropriate for pre-adolescent boys and girls.
The hypotheses, upon which this study is based, are:

1. Classroom teachers, who cannot be expert in all the many phases of the elementary school curriculum, experience needs and are confronted with problems in conducting rhythmic activities.

2. Classroom teachers can recognize their own needs and problems.

3. Classroom teachers can suggest effective ways of meeting their needs and solving their problems.

4. Classroom teachers receive various kinds of help in teaching rhythmic activities.

5. Classroom teachers can identify the sources from which they receive the most help.

6. Classroom teachers can suggest effective sources of help for conducting elementary school rhythmic activities.

The working hypotheses providing guidance in the search for evidence from the data, may be expressed as follows:

1. The best way to ascertain the "live" needs and problems of elementary school classroom teachers is to ask "live" elementary school classroom teachers.

2. The most effective sources of help for meeting teachers' needs and solving their problems are those suggested by the teachers themselves.

Questions based upon these hypotheses, which have given direction to the investigation and its report, are:

1. What are the most common and pressing needs which elementary school classroom teachers experience in conducting their rhythmic activities programs?
(2) What are the outstanding problems which elementary school classroom
teachers encounter in teaching rhythmic activities?

(3) What sources of help are most effective in assisting classroom teach-
ers to organize, plan, and present worthwhile rhythmic experiences for
their elementary school children?

(4) What recommendations may be indicated, as a result of this study,
for satisfying needs, solving problems, and assuring effective sources of
help, for classroom teachers in conducting elementary school rhythmic
activities?
Source of the data. The decision to investigate the problem defined for this study evolved from the part which the investigator played as leader of a curriculum project related to the teaching of rhythmic activities in the elementary schools of Los Angeles City. As curriculum consultant, the investigator gathered data by means of a questionnaire designed to obtain from teachers evaluations of the existing rhythmic activities program, to elicit suggestions for improving the program, and to ascertain the sources from which effective help may be provided for vitalizing the program.

Approximately 3000 copies of the instrument for gathering data, the questionnaire, were distributed to all teachers of grades 3, 4, 5, and 6 in the 388 regular elementary schools in the City of Los Angeles at the time of the survey. Although over 1700 questionnaires were returned by classroom teachers throughout the city system, only the responses on the first 1000 questionnaires received in order by the investigator were used as the source of data for this study. The first 1000 returned questionnaires is a random selection, represents all elementary districts in the city of Los Angeles, and is considered by the investigator to be an adequate, practical, and fair sampling of the total population sampled.

The procedure used for acquiring, processing, and studying the considerable amount of raw data furnished by the questionnaire and upon which this study is based, will be described in a subsequent chapter.
Importance of the study. The present problem, related to teacher-recognized needs and problems encountered in teaching elementary school rhythmic activities and their possible solution by means of various sources of effective help, was selected for study by the investigator for the following reasons:

(1) The area of rhythmic activities is of special professional interest to the investigator;

(2) The area of rhythmic activities is being considered ever increasingly an integral and important part of the physical education program and the total curriculum;

(3) The findings of such a study can have significant implications for supervisors, consultants, and specialists in the broad field of physical education and the more specialized area of rhythmic activities, by indicating phases of activity toward which in-service training of teachers might be directed;

(4) The findings of such a study can be of valuable use to the investigator in connection with carrying out future professional responsibilities in working with teachers;

(5) The findings of such a study can have significance for individual school personnel, such as principals, physical education chairmen and teachers, by indicating ways of improving the rhythmic activities program within the school or class units;

(6) The findings of such a study can have significance for teacher-training institutions by indicating areas in which elementary teachers may be more thoroughly prepared to teach rhythmic activities;
(7) The findings of such a study can have significance for curriculum personnel by indicating areas in which practical instructional materials may be suggested or provided for the teaching of rhythmic activities;

(8) The findings of such a study can have significance for both school system personnel and teacher training institution personnel by indicating areas in which their cooperation is needed in planning a practical and effective pre-service training program for teachers;

(9) The data, upon which this study is based, are new and the findings, resulting from an analysis of the data, have not previously been reported in the field of educational investigation;

(10) The data, upon which this study is based, were readily available to the investigator;

(11) The investigator personally conducted all aspects of the detailed procedure connected with the composition, distribution, collection, and checking of the instrument by which the data were obtained for their original purpose, evaluation of the elementary school rhythmic activities program for the Los Angeles City Schools, as well as with the subsequent special examination, treatment, and interpretation of the data for purposes of this study; and finally,

(12) The subject elicited interest and approval from the investigator's advisor and graduate project sponsor and advisory group.
Definition of terms. The following terms are defined according to their use in this study.

Classroom teacher. The individual assigned to provide learning experiences in all the elementary school subject areas, for one group of pupils in a specific class; as opposed to "special teacher" or "departmental teacher" in the secondary school. The elementary classroom teacher, in the State of California, operates under a General Elementary or a Kindergarten-Primary Credential. There are several classifications of classroom teachers in the Los Angeles City Schools; permanent (with full tenure), probationary (during a three-year period for teachers new to the system), substitute (serving long- or short-term assignments as needed by different schools), and emergency (sometimes not yet fully accredited but serving during periods of acute teacher shortage).

Curriculum. The program of learning experiences for children attending school, planned to bring about desired outcomes in and out of school, and rounded out by assimilation of unplanned experiences which learners bring into the school situation.

Dance, dance activities. Rhythmic body movement, and related skills, controls, and creativity, applied in performing fundamental and interpretive rhythms, rhythmic dramatization, and pattern dances of the traditional folk and contemporary type.

Data. Information or facts upon which inferences are based. In the case of this study, information in the form of professional opinions of teachers acquired by means of a questionnaire, analyzed and used as bases for conclusions.

Elementary school. A public school which conducts classes for children in kindergarten through the sixth grade, each class group having its own classroom teacher.

In-service. During employment or while serving. An "in-service teacher" is one who is employed in serving the school district and is actively engaged in teaching. An "in-service training project" is a class or workshop conducted for persons engaged in teaching.

In-training. During preparation or while being trained. An "in-training teacher" is one who is being professionally prepared to become an accredited teacher. A "teacher training institution" is a school of higher learning where persons are prepared or trained for teaching. The terms "pre-service", "teacher preparation", "student teacher", and "practice or supervised teaching" are also used in connection with this preparatory stage of a teacher's career.
Middle elementary grades. Grades 3 and 4.

Middle and upper elementary grades. Grades 3, 4, 5, and 6.

Need. A lack, shortcoming, or absence of some desirable, useful, or necessary factor. Used in connection with responses to Item N of the questionnaire, related to the teacher-recognized needs of this study.

Physical education program. Planned instruction in game and rhythmic activities. Game activities include skill development, skill practice, and skill and sportsmanship use, in individual and team situations, during four 20-minute periods a week; and rhythmic activities include fundamental and interpretive rhythms, rhythmic dramatization, and pattern dances of the folk and contemporary type, during at least one 20-minute-or-more period a week. The physical education program fosters intellectual, emotional, and social, as well as physical, development.

Practice or supervised teaching. See "In-training".

Pre-service. See "In-training".

Problem. The existence, intrusion, or presence of some undesirable, deterrent, or damaging factor; a difficulty. A problem or difficulty may stem from a need or lack. Used in connection with responses to Item P of the questionnaire, related to the teacher-recognized problems of this study.

Questionnaire. A set of questions and/or check-list items designed to elicit responses from a population of individuals under investigation; used for acquiring professional judgements from certificated elementary school personnel in the case of this study. An instrument for gathering data.

Rhythmic activities. The experiences planned for children in carrying out the dance education phase of the physical education program. Rhythmic activities, in the middle and upper grades of the Los Angeles City Schools, include: fundamental rhythms, including all locomotor and axial movements and marching skills; interpretive rhythms, sometimes called creative rhythms; rhythmic dramatization, often related to social studies interests; and folk and contemporary dances, which are traditional and new pattern dances including circle, square, longways, large and small group, and couple formations.

Source. Origin; cause; that from which anything originates or emanates. In this study, the agency from which teachers receive help in the preparation for or carrying out of their professional responsibilities; used in connection with responses to Item S of the questionnaire, related to the sources from which teachers receive assistance in conducting their rhythmic activities programs.
Student teacher. See "In-training".

Teacher preparation. See "In-training".

Teacher training institution. See "In-training".

Teaching guide. A cooperatively planned printed instructional aid containing practical suggestions by and for teachers for providing worthwhile learning experiences for boys and girls; taking into consideration their needs, interests, and developmental characteristics; and planning for continuity, sequence, and integration of learning experiences. Materials, techniques, organizational suggestions, objectives, bases for evaluation, and so forth, are included in a teaching guide.

Upper elementary grades. Grades 5 and 6.
Use of the words "rhythms" and "rhythmic". The term "rhythmic activities" is an artificial, contrived phrase which the investigator has used throughout this report from necessity rather than by choice.

Teachers, like the general public, are not quite ready to think of "dance" as the whole broad field of controlled rhythmic movement, with its communicative, creative, and developmental aspects. Also, there are still those in this country founded by "our Puritan fathers" who give a connotation to the word "dance" which they do not wish to have associated with education.

The curriculum project, initiated by the questionnaire which furnished data for this study, was a cooperative venture. Teachers participated in all its phases, from first, the wording of the questionnaire, to last, the editing of the final manuscript. The investigator, as curriculum consultant, merely gave leadership or direction to the project; the participating classroom teachers contributed and evaluated suggestions for their teaching guide. It was the teachers themselves who felt, quite positively, that the term "rhythmic activities," rather than "dance activities", described most appropriately and meaningfully to teachers the areas of educational experience encompassed by the guide.

The questionnaire, by which the data for this study were collected, is entitled "Rhythms Questionnaire"; various parts of the questionnaire refer to "rhythmic activities" and the "rhythms program"; the teaching guide, which evolved vicissitudinously from the initial questionnaire, is entitled Physical Education Rhythmic Activities; and throughout the 248 pages of the published guide the term "rhythmic activities" is used
to encompass all such experiences as fundamental rhythms, interpretive or creative rhythms, rhythmic dramatization, and folk and contemporary pattern dances. In each case, for breadth of meaning and finesse of expression, the investigator would have preferred to use the word "dance."

Actually, the opinion held by the consultant regarding "correct" terminology probably stems from a specialization in the area of dance education which is neither possible nor particularly desirable for most classroom teachers. As a representative of teachers, a leader and not a dictatorial agent in the development of curriculum projects, the consultant appreciates and respects the viewpoint of teachers and sincerely believes that a guide for teachers by teachers should be exactly that, not a rule book written by an outsider.

If the new teaching guide were entitled Physical Education Dance Activities or Dance in Physical Education, it would probably elicit more interest and respect from professional persons specializing in the field of physical education and educational dance. But, the teaching guide is for classroom teachers, not specialists; and experiences in "rhythmic activities", not dance, are what elementary teachers wish to call the dance activities which they provide for their boys and girls.

The following chapter, on related literature, includes a quotation from Ruth Lovell Murray, one of the country's leading authorities in the field of educational dance, who has a true artist's way of expressing what the investigator has attempted to explain in the foregoing section.
The purpose of the preceding chapter has been to clarify the problem by (1) stating the purpose of the study, (2) interpreting the nature of the problem, (3) disclosing the source of the data, (4) discussing the importance of the study, (5) defining terms used in the reporting, and (6) explaining the choice of certain controversial phrases.

The following chapter deals with selected literature related to (1) various phases of the problem, and (2) the type of method used for conducting the investigation and reporting the findings.
CHAPTER II

LITERATURE RELATED TO THE PROBLEM AND ITS TREATMENT
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LITERATURE RELATED TO THE PROBLEM AND ITS TREATMENT

A review of the literature in the fields of elementary education, teacher preparation, physical education, and rhythmic or dance education revealed few studies or works related to the rhythmic activities program in the elementary school, and none directly related to the needs, problems, and sources of help of classroom teachers in conducting rhythmic activities in the middle and upper elementary grades.

In the absence of such corroborating investigations or, rather, as a result of searching for them, the present investigator has selected for report other studies which parallel the interests and procedures of this study in one or more respects, although perhaps in different subject areas or at different grade levels.

Some of the studies reported here have been chosen because of the problem identification factor involved; some, because of teacher preparation considerations; and some, because of similarity in method of procedure and report employed.

Although admittedly remote to the present study, the following selected readings from the literature have aided the investigator to gain an overview of studies made in diversified problem areas of teaching, and to evaluate various methods used for acquiring, analyzing, interpreting, and reporting findings from such educational investigations.

Readings referred to in this chapter are listed, with corresponding numbers, under "Selected References" at the end of this chapter.
Literature related to the identification of teaching problems.
This study is concerned with teacher-recognized needs, problems, and sources of help related to the teaching of elementary school rhythmic activities. Classroom teachers were asked to identify their difficulties by written answers to questionnaire items. That a large percentage of them responded to these questionnaire items does not necessarily mean that they had any cognizance of the causes of the difficulties which they mentioned, although many teachers also offered suggestions for fulfilling needs and eliminating problems.

In a discussion of problem identification in research for curriculum improvement, an area in which the problems of classroom teachers are of basic concern, Taba (28:46) says:

For teachers it is much easier to see one's immediate difficulties than it is to see the causes of the difficulties. Consequently, most teachers will name a difficulty, not a cause, as a problem. For example: "My students can't read the text." "My class is difficult to control." "My parents don't come to school, especially those that need it most." Such statements do not give causes or show the more fundamental dimensions of the problem. To produce this larger perspective (on the part of the teacher), problem identification and analysis need to include experiences which help uncover the real problem and change the perspective of the teacher.

Attitudes of teachers can handicap research, continues Taba (28:47), because some teachers feel that:

Having problems is considered a black mark on effectiveness. Good teachers don't have problems, especially in the presence of other teachers, let alone of their supervisors...Before real problems can be identified under such circumstances, preliminary work is needed to make having problems...respectable.

One of the teaching problems considered by Gross (16:1) in his field study of the teaching of "rhythmics" in the public schools in the
State of Oregon, is the "boy problem." He reports:

Many teachers feel that for the boy, interest and the desire to take part in rhythmical activities after the third or fourth grade begins to decline because of his nature. This is not true. Wise enthusiastic leadership and teaching will carry the boy (1) through the self-conscious awkward age quite as successfully as it does the girl, (2) will enlarge his physical education experiences which too often are limited to types of activities usable only out-of-doors and charged with rivalry, (3) will give him a feeling of self-mastery and accomplishment, (4) will definitely train him to take his place with ease in the social life of his home, his school, and his community.

Throughout this report, when referring to the person in charge of teaching rhythmical activities as other than "the teacher", Gross uses the word "she". Although it is undoubtedly true that more women than men are at present in elementary classroom teaching positions, an increasing number of men are joining the ranks. In this connection, would it not be reasonable to surmise that, as more and more men are taking teaching positions and are presenting rhythmical activities as one of the regular physical education experiences, the attitude of boys, if it has been one of antagonism or indifference, may change to one of acceptance and enthusiasm for dance activities?

Other problems disclosed by Gross (16;12) concern (1) arousing class interest and attention, and (2) allotting appropriate time to "rhythmics". His suggested solutions to these problems are (1) the expression of enthusiasm and spirit by the teacher, and (2) the allotment of 70 minutes per week for "rhythmics" in grades 1 through 4, and 45 minutes per week in grades 5 through 8. The latter time allotment must be for girls alone because he adds, "The boys in grades 5 through 8 should have at least 20 minutes per week."
One of the reasons that a study of the above quality is reported in such detail and with such apparent disregard for relevance, is to illustrate the type of material with which the investigator had to contend in searching out "related" literature. Much of it, although of recent origin, seemed even more "out-dated" in viewpoint than the above example.

In relation to the problem of getting boys interested in rhythmic activities, Irwin (18:106) has this to say:

If [physical education] programs are conducted on a satisfactory basis aside from rhythms so that boys enjoy participation (in highly organized rugged sports and other activities), it is likely to be extremely difficult to establish the proper class spirit and medium whereby satisfactory results in the teaching of rhythms can be obtained.

Although experience indicates that extensive rhythmical programs are not particularly desirable for boys in the intermediate grades, certainly there is a place for some kinds of rhythmical activities. Some folk dancing and social dancing should be included in the program for boys when it is possible. Also, gymnastic dancing with the stunt element evident may have an appeal for the boys under certain circumstances.

In regard to the use of the words "experience" and "extensive" in the above quotation, it would seem to be a question of what and whose experience is being considered in connection with this phase of the overall physical education program, and of what or how much is being considered extensive. In most schools observed by the investigator, a once-a-week rhythm period in the middle and upper elementary grades is not considered extensive; and persons experienced in curriculum planning have not indicated that this is an excessive amount of time, as revealed by the following citation.

The rhythm period, as part of the regular physical education program, usually constitutes one period a week of duration equal to the reg-
ular physical education "instructional period in each school day which shall not be less than twenty minutes", as provided by the Education Code, State of California [7:Section 10123]:

All pupils enrolled in the elementary schools, except pupils excused, shall be required to attend upon courses of physical education for an instructional period in each school day which shall be not less than twenty minutes exclusive of recesses and the lunch period.

Irwin (16:108) has more to say about the reluctant boy problem. He suggests that more success will result when "dancing is an established phase of the program for all pupils...(thus eliminating) the chances of the boys particularly in one grade or group ridiculing another group because they are participating in dancing." He also states, in part:

... .The more advanced types of creative dancing cannot be offered (to pupils in the intermediate grades) largely because of a lack of properly trained teachers. ... As the services of more specialists in physical education are made available to the schools and as elementary school classroom teachers are better prepared to teach rhythmical activities, the programs should improve and more advanced rhythmicals can be included.

Irwin's "more advanced types of creative dancing" may go beyond the activities attempted by the teachers involved in this study. The extent to which they indicate that specialists are needed to teach or advise, or that they themselves are inadequately prepared to teach any of the types of rhythmic activities which have been suggested as making for a well-balanced rhythmic activities program, will be discussed in a later chapter. The rhythmic activities suggested to the teachers supplying data for this study, for boys and girls in grades 3, 4, 5, and 6, are outlined in their cooperatively developed teaching guide (29:1) as follows: fundamental rhythms, including marching; interpretive rhythms,
sometimes called creative rhythms; rhythmic dramatization, often related
to social studies; and folk and contemporary dances, with prescribed
patterns.

That there is a problem concerning boys and dancing, and that boys
come about their antipathy toward dance quite naturally and through no
fault of their own, is discussed by Leath (20:15), who prefaces his
paper with the question, "Did you know that it's all right for men to
dance?" He continues:

For many years before folk dancing became accepted in the
cities, this country offered the male little freedom to experi-
ence dance under socially acceptable conditions ... it has
been impossible for a boy to enjoy his devotion to movement
without becoming an athlete to prove he is normal. Indeed
the only way men have been getting dance experience is vicar-
iously through their participation in those styles of movement
designated as sports. No one has ever deplored the power of
the leap of a basketball player or the soaring elegance of the
suspended quality in a springboard push-off. Now with the
surge of the popularity of folk dance all over, our country
has enlarged the overt dance vocabulary of boys to the point
where they may be seen in public skipping, galloping, and
sliding in time with music and still be regarded very much as
belonging to the male sex. Our connotation of the term "Man"
is expanding.

Leath (20:15) reports that many elementary school teachers are
making headway in involving boys naturally in creative types of dancing,
but injects a sour note by adding, "Of course it is just as well some
fathers aren't told their sons are dancing in school." This sentiment
brings to the fore again one of the reasons why some boys may have to be
weaned away from a stereotyped notion into making up their own minds
that rhythmic activities can be enjoyable, developmentally useful, and
perfectly "O.K." for red-blooded American boys.
Young (32:114) found when he surveyed parents' opinions as to the content of secondary school physical education programs, that they expressed the following attitudes toward rhythmic activities for boys:

... Dance activities should be included in boys' programs. Social dance was reported as desirable by 79% of the mothers and 69% of the fathers. Square and circle dancing did not fare quite as well, receiving 72% and 59% affirmative replies from women and men, respectively. Rhythmic activities involving folk couple dances were approved by slightly less than half of the men respondents, while about three-fifth of the women reported approval of this activity. Apparently the terminology of folk couple dances, as such, caused some confusion among respondents, for 25% of them reported a "no opinion" response to this item. There was no evidence received to the effect that religious beliefs or community mores were in opposition to rhythmic activities.

Regarding parent opinion about coeducational rhythmic activities in high schools, which is the only kind in most elementary schools, Young (32:126) reports:

The majority of fathers and mothers indicated that they felt folk dances were appropriate. The percentages for this activity were 86 and 79 for mothers and fathers, respectively. Affirmative opinions regarding social dance reached the high figure of 93% from women and 87% from men. The social significance of dance activities was commented upon by numerous parents. Comments "written in" by a number of them made a point of emphasizing the need for rhythmic activities for boys and girls. A typical example of such a comment is as follows: "I am very much in favor of all sports and social affairs at school. If there could be more there would be less juvenile delinquency."

The boy problem, when it exists, apparently is not always one which is influenced by parent attitude; teacher attitude undoubtedly has much influence one way or the other.
In addition to the very few studies which the literature has to offer in relation to problems encountered in teaching dance activities in the elementary school, some investigations of teaching problems in other areas of the elementary curriculum proved of interest on a comparative basis.

In one such study, Piltz (25:133) found, in an investigation of teacher-recognized difficulties encountered in the teaching of science in the elementary schools of Florida, that teachers feel that they are very much handicapped by lack of facilities and by overcrowded classrooms. He reports:

In the nine categories of difficulties, there was general agreement among all the respondents that "physical facilities" was the category of greatest difficulty . . . that presented the greatest obstacle of all to science teaching.

Next on the list of difficulties, in Piltz's study, was scarcity of "materials and equipment", a response closely resembling the teachers' plea in the present study for phonograph records and instructional materials. "Lack of time was consistently mentioned as a great barrier to science teaching," reports Piltz, who continues, "It would appear that the mention of time is a rationalization for either lack of 'know-how' or lack of conviction of what is important in the curriculum."

Piltz's study also brought out that "some personality traits possessed by teachers were retarding influences to science teaching. Over 50 per cent lacked confidence in performing demonstrations . . ." This lack of self-confidence does not occupy a like place of importance in the present study.
It was the school administrators involved in Piltz's study, not the teachers themselves, who considered "lack of preparation and lack of interest on the part of teachers as a weakness in the science program." Similarly, in the present study, teachers did not identify their own lack of preparation, interest, or confidence as important factors limiting the success of their rhythmic activities programs. This finding may involve lack of or careless skill on the part of teachers in pin-pointing underlying causes of problems, as they seemed willing to lay their difficulties at the doorstep of factors other than themselves. It will be reported in more detail in a later chapter, the extent to which teachers blame lack of adequate preparation and other factors for the difficulties they encounter in conducting their rhythmic activities.

Another feature of Piltz's study which was of interest to the investigator, was that he employed almost exactly the same instrument and procedure for gathering data as used in the present study. The main research instrument in both studies was a questionnaire; and the findings in both were based upon the free expression of elementary teachers as to their needs, problems, and difficulties. The population sampled by his survey was somewhat different in size and character; the latter difference being influenced by the part of the country in which the investigation was conducted. An interesting comment made by Piltz in this connection, is related to his explanation as to why certain of his questionnaires were not returned. He surmised that certain Negro teachers, not accustomed to being included in such surveys, did not presume to submit their opinions on the subject under investigation.
In the absence of studies directly related to the problem of ascertaining teacher-recognized difficulties in teaching elementary school rhythmic activities, sources have been utilized in which specialists have identified teaching problems.

Ruth Murray (22:297), a leading authority in the field of educational dance, discusses the problems which she finds arise most commonly for teachers of dance in elementary schools. She has arranged them under the following headings: (1) boys and girls together, (2) negative attitudes, (3) noise, (4) child demonstrations (or imitation), (5) rates of progress (or children's lack of skill and experience), and (6) school performances. These problem areas are summarized below.

(1) Girls' movement performance superior to that of boys of same age; all competitive aspects should be avoided; gear choices to boys' abilities and interests; more important for girls to dance simple, strong, free movements with boys, than to do complicated patterns by themselves.

(2) Causes of negative attitude: past experience, echoing of uninformed opinion of elders, disapproval by some religious organizations; treatment: postpone dancing with a partner, use self-testing activities for rhythmic skills, explore movements related to work and play, cheer leading, etc., proceed to partner games before partner dances; changing boy attitude: point out identical movements in dance and sports, necessity for quick changes of direction, a man teacher can do the trick.

(3) Noise necessary when youngsters work enthusiastically together; work noise O.K.; noise for own sake needs teacher intervention; let children learn the disruptive factors of useless noise for themselves.
(4) To avoid imitation, call on more than one (as many as possible) child to demonstrate, so others won't imitate to please teacher and so that there will be a large number of things to choose from and to stimulate individual inventiveness; imitation will then be more difficult and will contain an element of invention.

(5) Start with the children where they are; assess their interests and abilities; proceed from there to build dance experiences with and for them.

(6) School performances can have excellent educational value when children as well as teachers and principals share in the planning and execution; avoid excess practice and drill that have no relation to children's interests and abilities; programs can serve to educate parents; children should be consulted for decisions; programs should be based on dances children already know; dances should be chosen because they are right for the children, not just right for the program.

In connection with school performances, Ruth Murray mentions the importance of participation by all children, the unnecessity of elaborate costumes, the undesirability of interrupting regular classes, the uselessness and avoidance of overstimulation, and the wisdom of suggesting to the audience that the youngsters might become confused or have their feelings hurt by audience reaction during activity.

The above principles and practices for elementary school rhythmic activities are not necessarily original with Ruth Murray. There are many educational books on the subject, whose authors express the same sorts of ideas in many various ways.
Misunderstanding of meaning can cause confusion and result in a real problem for persons in any profession who are trying to understand each other. The educational profession is full of words which need clarification and interpretation, not only to lay people but to educators themselves. "Dance" is one of these words.

Ruth Murray (22:6) clarifies and interprets the meaning of the word "dance" for teachers, as follows:

More and more people in the arts and education are coming to understand the meaning of the word "dance" ... as describing the whole body of the art ...

It is high time that dance be called by its right name and understood for what it is. One has only to try to explain to a layman what one is teaching or performing or going to see on the concert stage or in the theatre to know what ignorance and confusion exist in the minds of people otherwise well informed. "Is it ballet dancing?" "Is it folk dancing?" "Is it that barefoot dancing?" are typical questions. All these various kinds of dance can be interpreted in the light of the whole, if the whole is recognized and understood. But until recently there has been this and that kind of "dancing," "dances" which one performed or attended, times and places where one "danced," but nothing that was called purely and simply "dance."

Educators as well as laymen have been at fault in not giving dance its rightful name. Several years ago the word "rhythms" or "rhythmic activities" to describe some of the dance activities of little children came into favor. This was understandable inasmuch as "dance" as a word to describe the total substance of dance activity had not yet come into general use. To these people, anything connected with the word "dance" meant learning dances and therefore did not cover the creative use of movement in dance-like form which was beginning to find its way into the school activities of children ... "rhythms" was used as a name of anything pertaining to dance in the primary grades, except the performance of folk dances and singing games ... Because creative activity in dance beyond the third grade was scarcely ever attempted, the necessity for giving it a name at that level was not so great. Where it did occur, at least among girls, it was usually referred to as "creative dancing."
Thus the inconsistency and confusion in terminology extend even to professional educators. "Rhythms" is a manufactured word expressing only one aspect of dance expression, and whether used as camouflage or for convenience it serves only to mislead and to deny to dance those experiences which essentially belong to it. A little child who moves in a precarious pattern on the living-room floor to a recording or to radio music is "doing his dance" or "dancing." So boast his proud parents and so actually he is; he is not "doing rhythms." And this applies to the child in school and to children everywhere.
Literature related to the preparation of teachers. Many, many studies have been concerned with the training of teachers in the unique skills demanded of those who choose to take on the responsibility of providing educational experiences which will affect favorable change in the behavior of children and youth. The literature is plentifully supplied with investigations, old and new, in general and specific areas, which have implications and suggest recommendations for the revision, standardization, or improvement of pre-service and in-service teacher training. A large number of these studies are related to the preparation of teachers for giving instruction in departmentalized secondary school subject areas. The literature also reports many studies related to the preparation of elementary school teachers to handle the teaching of tool subjects, social studies, and the "special" areas of music, art, health, science, and other subjects of the "non-tool" type.

In spite of the large number and wide range of teacher-preparation studies there appears to be a scarcity of studies, reported in connection with either the field of elementary education or physical education, as far as the present investigator can determine, which are directly related to the preparation of classroom teachers for conducting elementary school rhythmic activities.

The studies reported in this section are all related in some way to the preparation of teachers, and were of interest in connection with the present study because of their comparable or applicable qualifies, such as (1) method of analyzing teacher preparation shortcomings, (2) suggestions for improving teacher preparation in general, and (3) consideration of training teachers in special subject areas.
Starting with a general defining of the responsibility for improving the quality of professional preparation for teachers, Snyder and Scott (27: vii) state, in part, that:

(Such responsibility) . . . rests with all persons who are in any way connected with the education of teachers or who use their professional services. The opinions of teachers . . . working in the schools . . . should have important implications for determining the nature of the professional preparation given to beginning teachers.

A study made over twenty years earlier by Rugg and others (26:547), conducted by means of a national survey of the education of teachers, disclosed a lack of uniformity in professional teacher-training programs. Such disclosures are of interest in connection with the present study because of the time-condition factor. Over a quarter of a century ago a condition similar to that of present times apparently existed pertaining to the lack of uniformity in the quality and quantity of practical pre-service teacher education.

Apropos of the major importance which teachers involved in the present study attach to in-service training and the less important but still frequently mentioned role of pre-service preparation, Bateman (1: 346) pointed out, also many years ago, that there should be closer cooperation between the teacher-training institution and the school district in planning the up-grading of teacher education. The fact that the teachers involved in the present study did not attach as much importance to pre-service as to in-service help, feeling that the in-service training program was "doing more" for them than teacher-training institutions, does not mean that teacher-training institutions cannot do more, nor detract from Bateman's advice that "the two should get together in the interests of practical, down-to-earth assistance of teachers."
Some statements by Greenlee (15:213), in relation to a field other than rhythmic activities but nonetheless applicable, contain suggestions for teacher education personnel, such as:

The way in which the teacher is taught is equally as important as what he is taught. We are not being fair to the prospective teacher when we provide him with no opportunities to participate in learning situations in which he has a possibility of attaining the same attitudes that we expect him to want in the children.

This teacher attitude and the importance of opportunities for experiencing and developing it, is a vital factor in the effective teaching of rhythmic activities. The group reacts in accordance with the teacher's evident interest and enthusiasm. There have been, however, instances in which the youngsters thoroughly enjoyed dance activities in spite of the teacher.

In connection with teacher-pupil planning of school activities, which is as important in planning rhythmic experiences as in planning other curriculum experiences, Greenlee (15:16) says:

If elementary classroom teachers are to share planning of classroom activities with the children, then they must have opportunities to see that desirable results are gotten from such procedures. Perhaps the most effective way in which they can see this . . . is by themselves sharing in similar experiences . . . These teachers who do respect their students as sources of information and ideas find that they themselves gain much from sharing planning experiences.

A study by Witherspoon (31) brings out the conclusion that training for teaching special subjects is often alarmingly inadequate. Although Dr. Witherspoon's study is concerned with experiences of beginning teachers and with a different special subject area than the present study, the same implications for teacher education apply, as a substantial proportion of the teaching population in any rapidly expanding school
system may be expected to be beginning, new, or inexperienced teachers. Although no check was made as to the number of years of service of the teachers responding to the questionnaire used in the present study, many of the respondents volunteered the information or intimated by their comments that they were inexperienced. Thus it would seem that the conditions and conclusions of Dr. Witherspoon's study would parallel those of the present investigation in respect to the importance and need for improved teacher education tactics.

Among conclusions come to by Piltz (25:165), in his investigation of teaching difficulties related to elementary science, is that better preparation can help teachers overcome difficulties and feel more secure in their teaching. Implications of the present study also point toward the importance of teacher training, both pre-service and in-service, in providing teachers with a feeling of security. This "freedom from fear" is largely brought about by gaining command of techniques, understandings, attitudes, and skills related to the subject for the presentation of which teacher-confidence is needed.

A study made by Bolen (4) points up the generalized fact that many teachers question the adequacy of their experiences in education courses. The recommendation is made that college courses for elementary teachers be made "less theoretical and more practical, with greater emphasis on the uses of simple equipment" and basic techniques. This statement and other aspects of the study, although concerned with the teaching of another elementary school subject, are applicable to the preparation for teaching rhythmic activities.
Cole (9:69), in her book based on personal experience rather than scientific investigation, takes a unique view of the importance, or the lack of importance, of teacher preparation for the presentation of free rhythmic experiences for elementary school boys and girls. She says:

Dancing, like children's art, is not dependent on background. In fact, as in their art, it can be a good thing if the teacher is unencumbered with old ideas on the subject. What the teacher needs is faith and understanding . . . What the teacher does is to remove fear and embarrassment and help it (freedom of movement and expression) come out.

The type of dancing with which Mrs. Cole is primarily concerned is free or creative dancing, as opposed to traditional or contemporary patterned dances; but the same advice would seem to apply to those teachers who feel insecure in their ability to plan any kind of rhythmic activities for and with their children. Experience is perhaps less important than attitude; and a tense, insecure teacher fosters tenseness and insecurity among the youngsters just as surely as a relaxed, confident teacher creates freedom and self-confidence among the children, even the shy and diffident ones. Fear should not deter a teacher from trying something new; next time it will not be entirely new. This is perhaps one of the functions of teacher preparation, not to present all sorts of ideas to teachers so that nothing new will have to be coped with later, but to encourage teachers to try new things on their own, unfearfully.

Kath Murray (22:21), on freeing children to try something new, says:

it is hard to tell how one can achieve this particular ability. It derives partly from knowledge and understanding of each child as a growing and developing person unique from every other, and from an affectional and enjoyable relationship with him. Perhaps mostly it comes from an identification with the insights and interests of childhood, through the realization that all of life from beginning to end should be a continuum of new and fresh learnings, of deepening appreciations, of ever-widening horizons.
in his evaluation of the physical education programs in selected elementary schools in the City of San Diego, Beyer (5) reported to a research section of the California Association for Health, Physical Education, and Recreation that there is a need for more thorough preparation of teachers, but was not specific in his recommendations as to any special training needed for teaching rhythmic activities.

Gammon (12), in his study related to teacher preparation in physical education at the elementary school level, as reported by him at the annual state conference of the California Association for Health, Physical Education, and Recreation in Sacramento, 1956, touched lightly upon preparation for teaching folk dancing. He included this single rhythmic activity in the same category as group games as far as needed training for teaching was concerned; and did not mention any special needs or problems related to its successful presentation.

Sucher (6:355) cites, as an example of the importance of well-prepared teachers, alert to all possible avenues of approach to the presentation of developmental dance experiences, the report of Luther and Duff (21:47) to the American Association for Health, Physical Education, and Recreation on the values of intermural, coeducational rhythmic play days. This report points out, in part, that:

... A background in well-taught rhythmic activities contributes to youngsters' ability to participate in and enjoy many types of rhythmic activities outside of the class situation and in school situations away from the home school, ... (such as) play days composed of or including rhythmic activities as well as sports and games. The success of such a play day depends on the previous rhythmic experiences of the participants up through the elementary grades, ... (and can) bring new rhythmic experiences to youngsters, (as well as) ... show youngsters what other boys and girls from other schools are doing in rhythmic activities, which should be particularly helpful toward breaking down any reluctance
among boys. Such a rhythmic play day can help enrich programs in individual schools by the experiencing of new rhythmic ideas, (and can help) ... develop friendly feelings, cooperation, poise, and self-confidence. (And finally) ... such a rhythmic play day might also include parents, thus working as a splendid public relations project to give parents additional interest and insight into the scope and values of the school's rhythmic activities program.

Many of the findings and subsequent conclusions made by Bell (3), in a study related to the preparation of elementary school teachers in field of health education, are applicable to the preparation of classroom teachers for successfully presenting experiences in any area of the elementary school curriculum. By substituting the phrase "physical education rhythmic activities program" for "school health program," Bell's statement of the problem and purpose of the study point up importances significant to teacher training in the field of interest of the present study. A parodic version of some of Bell's observations follows:

An effective physical education rhythmic activities program is not the result of chance but rather a product of planning. With the major responsibilities for the physical education rhythmic activities program delegated to the classroom teacher, it would seem that those institutions preparing teachers are called upon to support and assist the elementary school (classroom teacher). This would presuppose the need for identifying those physical education rhythmic activity experiences in undergraduate preparation which will best enable the prospective teacher to gain the understandings, attitudes, and practices which will help in the effective conduct of elementary school physical education rhythmic activities programs.

The purposes of this study were to select physical education rhythmic activity experiences desirable in the preparation of elementary school teachers and to organize the selected experiences as a proposed guide for professional personnel engaged in the preparation of elementary teachers in studying their programs and practices in physical education rhythmic activities.
Young (32:151), in a survey of the functions of secondary school physical education teachers and related implications for teacher training, found that even physical education majors blame inadequate training for their laxness in including more dance activities in their programs. This sort of response was found to be made more often by men than women teachers. In summarizing the responses of all teachers concerning professional preparation for teaching rhythmic activities, Young (32:244) states, "Women felt that all forms of rhythmic activities should play a strong part in the undergraduate program. Men teachers and principals deemed them less important to a somewhat less degree."

Many secondary school men physical education teachers, according to Young (32:257), "intimated they were not adequately trained in dance activities and they questioned the appropriateness of rhythmics in separate boys' classes. Men teachers did indicate that teacher-education curricula should include social, folk, square, and circle dancing. Women teachers felt that such training was essential."

The above findings are of interest in relation to the present study because they disclose inadequacy in the preparation of teachers in a specialized field in which rhythmic activities could be expected to be an integral part; while the present study is concerned with the preparation of teachers in a general field of which rhythmic activities is but one of the many areas in which teachers may hope, and expect, to be adequately prepared by teacher training institutions.
In rounding off ideas about teaching-readiness, Cowell and Hazleton (11) think that prospective teachers should be made cognizant of the fact that "the final way in which a teacher wishes to organize specific learning experiences for his pupils is a personal matter. A method that is effective for one teacher may be unsuccessful for another." And their special reminder of the unique responsibility of those who teach physical education activities, above all others, is that they "be concerned with man in toto and see him as a socio-psycho-biological creature not merely as a dancer or ballplayer." True, teachers should be interested in what Mary does with the dance or what Johnny does to the ball, but they should be more interested in what the dance does for Mary and what the ballgame does to Johnny. Teachers should be prepared to further the child-centered, rather than subject-centered, working-rule of modern education.

The supply and demand agencies of the teaching profession should be closely interrelated. Findings from studies of the types cited above have implications, both diffuse and finely drawn, for (1) teaching-preparation personnel in the institutions supplying teachers, and for (2) teaching-improvement personnel in the school systems demanding teachers. It is the responsibility of the former to supply teachers who are practically and effectively trained, and the responsibility of the latter to suggest how this training may be made most practical and effective. The teacher, as the product "in the middle" of this supply- and demand dichotomy, is being given more frequent chances to speak for himself, through participation in educational investigation conducted
by experts and in action research conducted by himself. Through recognition of real problems and analysis of underlying causes and implementation of findings, teaching should become increasingly effective.
Literature related to the descriptive-survey method for investigation and report. One of the media by way of which the teacher, at the grass-roots of the teaching situation, has a chance to participate or be involved in educational investigation is the survey. The type of study based upon this medium of investigation makes use of such data-collecting techniques as the questionnaire, interview, and observation. As the respondent to a questionnaire or the conversant in an interview, the teacher contributes his sample of datum to the ultimate findings from the accumulated data. The present study is of the descriptive-survey type and utilizes the questionnaire as its data-collecting instrument.

The following readings are related to (1) the techniques used for conducting and reporting this study, and (2) other studies which have used the same or similar techniques.

In a detailed review on the values and shortcomings of the questionnaire technique, Phillips (24:530) reveals that most research personnel and school executives consider the questionnaire as indispensible for gathering material involving educational practices and procedures.

The data gathered by a questionnaire, such as the one used in the present study to collect responses from teachers related to the needs and problems which they encounter in teaching a specific subject, are bound to include many expressions of personal "peeves," "pet ideas," and prejudices among its responses. This, it turns out, is not considered by researchers to be as limiting a factor as the investigator at first feared.
The data obtained from school personnel, rather than being personal opinion based on suppositions and impressions, may be considered, according to Young (32:78), "judgements based on professional preparation and teaching experience"; and "judgement," according to Webster's New International Dictionary, means "pronouncing an opinion or decision of an authoritative nature; ... the operation of the mind, involving comparison and discrimination, by which knowledge of the values and relations of things is mentally asserted or formulated."

The questionnaire, according to Good and Scates (14:606), is a "major instrument for data-gathering in descriptive-survey studies, and is used to secure information from varied and widely scattered sources. Within local school systems, particularly in cities, the questionnaire technique is commonly employed to secure information from the teaching staff about such problems as training, length of service, and duties."

Although some studies, according to Young (32:81), "have shown that laymen anonymity is conducive to freer laymen response," this does not appear to be the case with professional educators as disclosed in the present study by the types of responses to both signed and unsigned questionnaires.

Cordasco and Gatner (10:26), in speaking of unprinted sources of information, mention the fact that much important knowledge has never been set down in print, but is available from the original source, the person's head, by means of questionnaire or personal interview. Their rules for composing a questionnaire include: (1) it should be short; (2) there should be only one possible interpretation for each question;
(3) it should be designed so that it is simple and quick to fill out; 
(4) it should draw out the specific information sought; and (5) leading questions should be avoided.

By way of encouragement for teacher researchers, Bebell (2:127) makes the following statement regarding quality and reliability of findings in relation to the situation and instrument from which they emerge:

Even devices and instruments which are not very good can be helpful. Unreliable data may be better than no data. One must only remember that the meaning of unreliable data is more uncertain than it would be if the information had been more carefully collected. The investigator will find, though, that meaning is added to the results of a study if he collects as much descriptive evidence and information as possible.

In other words, by analysis of the situation and its limitations, the results have meaning in relation to the circumstances surrounding the source of the result-yielding data.

There is nothing unethical about realizing and permitting flaws in data-gathering instruments and procedures, just so they are admitted and reported, says Bebell (2:132), who continues:

Frequently a researcher knows in advance that his devices are inadequate, but he is forced to use them because no others are available. Honest recognition of such deficiencies by a researcher will usually increase the confidence others have in his intellectual honesty and gain more acceptance from the conclusions he draws.

Such statements are indeed a source of comfort and reassurance for the amateur investigator who, after expending blood, sweat, and tears in devotion to his project, suddenly awakens to wonder if he, his instrument, his procedures, and his reporting will seem as addle to others as they have begun to seem to him.
Closely related to the permissibility of "homemade" instruments for collecting data, providing their shortcomings are appreciated, is the sanction given by Good (13:42) to "backyard" problems. He suggested over twenty years ago in an article, as he does again later in a co-authored volume, that the researcher, especially a new or inexperienced one, should not overlook problems (and answers) close at hand. The venerable Carter Victor Good may not be, chronologically speaking, the great-grand-daddy of action research, but he is certainly an enthusiastic advocate of that grass-roots variety of educational investigation which is conducted, not from the airy heights of an ivory tower, but in the fecund depths of the blackboard jungle.

Approaches for gathering data from two different sources, for a normative-survey designed to ascertain teacher shortcomings or problems, are illustrated in studies by Kebric (19:42) and Harder (17:96). For the former, teachers themselves were asked to list their own shortcomings or teaching problems; for the latter, administrators of schools were asked to list the shortcomings of teachers. Although both of these recognized studies were concerned with beginning teachers at the secondary level and with the role which teacher-preparation might play in correcting the shortcomings, the data were obtained by means of questionnaires and were based upon individual opinion and judgement. Data derived from such subjective sources must be acceptable, as these are considered significant studies.

An earlier study related to teacher education and employing the normative-survey method is the Commonwealth Teacher Training Study, a
teacher activity-analysis conducted at the University of Chicago by Charters and Waples (8). From 1925 through 1928, these investigators compiled data in an attempt to ascertain the duties and characteristics necessary for successful teaching. This activity-analysis utilized normative-survey methods to obtain data upon which the findings were based. The Charters-Waples study was of special interest to the investigator also because of the use of only part of the data gathered when it was found that additional data did not add any new types of responses, and because of the manner in which the data were first grouped, then later regrouped into fewer, larger combined groups for convenient use.

The present study utilizes the above tactics on a miniature scale. While Charters and Waples were dealing with the responses from 6000 experienced teachers asked to list all the things they did on their jobs, which resulted in an aggregate of around 200,000 items, only 12,000 of which were studied intensively; the present study deals with responses from around 1700 (reduced to 1000) teachers asked to mention only outstanding needs, problems, and sources of help, which resulted in around 5500 items, only 2324 of which are studied and reported.

According to Good and Scates (14:259), descriptive-surveys may be considered to "include all those studies that purport to present facts concerning the nature and status of anything - a group of people, a number of objects, a set of conditions, a class of events, a system of thought, or any other kind of phenomena which one may wish to study."
For further clarification of the nature and uses of descriptive-survey studies and their value in providing facts on which professional judgements may be based, Good and Scates (14:259) are again quoted:

... (One) form of normative material represents the direct expressions of many people, what they want, what they like, what they prefer. Public-opinion polls and attitude surveys are of this type. When instruments have been developed ..., and the supporting body of representative data has been established, the two together may be employed to secure a far more accurate assessment of the appropriateness or desirability of some practice, condition, or specimen than general judgement by itself is likely to do.

Surveys of teacher expression also reflect school and school management principles and practices. A study conducted by the George Peabody College (23:1-56) within the last few years, is described as a survey of schools and school personnel for the purposes of taking stock, making recommendations, and studying implementation of recommendations identifying and suggesting procedures for improvement of instruction in local school situations. The manner in which recommendations evolving from the study were put into practice following the survey of a school system, is summarized as follows: "Improvement of instruction followed slowly after a survey, although the majority of the school systems reported the adaptation of many significant recommendations."

In this connection, one of the values of descriptive-survey investigations mentioned by Good and Scates (14:632), lies "in broadening perspective and in calling attention to desirable ways of dealing with problems or issues, through noting emergent and novel or unique practices."
As to the actual reporting of educational research studies, Travers (30:413) says, "A well-written description of the procedure or method used ... provides sufficient detail for another researcher to reproduce the study." He enlarges on this criterion for an effective report by adding (30:418), "In describing the method used for selecting human subjects, sufficient information should be given so that the reader may know to what population the results may apply and also how he can obtain a similar sample and reproduce all the conditions of the study."

In an attempt to meet the requirements stated above, a full description of all aspects of procedures involved in conducting the present study is given in the following chapter.

The preceding chapter has reviewed readings related to the problem and its treatment which benefited the investigator in an attempt (1) to determine if and what other studies have been conducted in the same area, so that such a proposed study would not unnecessarily duplicate earlier investigation; and (2) to secure information from various sources about procedures that have been utilized and results that have been reported, which would help in clarifying the problem, refining the method, and interpreting the findings of the present study.
SELECTED REFERENCES


CHAPTER III

DESCRIPTION OF THE PROCEDURE
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This chapter deals with the details connected with the preparation, distribution, implementation, completion, return, and tabulation of the questionnaire employed to acquire data used in this study. An overview of the entire questionnaire, an explanation of the specific parts used, and an accounting of the population sampled are also included. The various stages of the procedure are not described in the order mentioned above, but are readily identified by section heading.

Preparation of the instrument for acquiring data. Acting in the capacity of Elementary Curriculum Consultant for the Los Angeles City Schools, the author was instigator of a questionnaire to be used to evaluate the rhythmic activities program in the middle and upper elementary grades. Other personnel cooperating in the formulation of the rhythms questionnaire were the Elementary Physical Education Supervisors and Music Supervisors, representative classroom teachers and school principals, and other resource personnel from the Curriculum Branch and the Physical Education, Safety, and Youth Services Branch of the Instructional Services Division. The preliminary questionnaire, thus cooperatively produced, met with the approval of the above personnel.

Evaluation of the preliminary questionnaire. For purposes of evaluation, before general distribution, a limited number of the preliminary questionnaire was duplicated and given a 'trial run' with an in-
service training physical education group. This group of classroom teachers was asked to evaluate the questionnaire itself (not their own rhythmic activities programs) as to format, clarity, length, and significance of items; and to suggest practical and effective means of obtaining prompt, reliable, and sincere responses from the teachers who would subsequently be requested to complete the questionnaire. The in-service group, besides writing suggestions on the form provided, held a group discussion centered on the questionnaire, the verbal contributions to which were recorded by the author. (See Appendix for sample of preliminary questionnaire and instructions to evaluators.)

Following incorporation of revisions suggested by the in-service group, 3000 copies of the 'perfected' questionnaire were printed by the Reproduction Unit, Administrative Services Branch of the Instructional Services Division, for city-wide distribution.

Distribution of the questionnaire. Sets of questionnaires, including instructions, were collated by the author according to the number of teachers of grades 3, 4, 5, and 6 in each school, plus a copy for the principal's file and an extra copy. The information as to the number of teachers of these grades was not readily available at the time, so the author, at the suggestion of the Statistical Services Office, computed 60% of each school faculty to arrive at the appropriate number of questionnaires to include in each set.

These sets of questionnaires were packaged and addressed by the author. They were then delivered by school mail to all elementary schools in the Los Angeles City School System.
Implementation of the questionnaire. In addition to an introductory bulletin, which was sent, at the suggestion of the Physical Education Supervisors of each elementary district, to all principals by each Elementary District Assistant Superintendent to 'prime' all principals for the questionnaire, and a verbal announcement of its imminence at principals' meetings in each district, a cover-sheet was attached to each questionnaire. This cover-sheet explained to principals and teachers of the 358 elementary schools involved, the purpose of the questionnaire in particular and of the city-wide survey in general. It also requested all principals to distribute copies of the questionnaire, of which an ample number was supplied, to all teachers of the middle and upper grades in their buildings; to insure responses from as many teachers as possible by utilizing means which they would know to be most effective in their particular situations; and, subsequently, to collect and return all questionnaires to the consultant or to arrange for the teachers to return their questionnaires individually when completed.

In accordance with a Los Angeles City Board of Education policy, based on a well-founded concern for the multiple demands on classroom teacher time and energy, the cover-sheet also mentioned that the completion of the questionnaire was not mandatory, but that it was hoped there would be a high percentage of response, as the results of such a survey are most meaningful and useful when the largest number of individual responses are obtained. (See Appendix for sample of cover-sheet.)
Overview of all parts of the questionnaire. The questionnaire was entitled RHYTHMIC ACTIVITIES IN GRADES 3, 4, 5, 6; and was composed of three parts: (A) Content of Guide, (B) Questions, (C) Choice of Dances.

Part A, Content of Guide, was composed of a check-list of possible phases of content for an instructional guide for rhythmic activities, by means of which respondents could indicate the amount of importance which they attached to each phase listed. Following the check-list were several blank lines on which respondents were urged to write any other phases of content, any ideas for format, and any suggestions arising from their general teaching experience or specific teaching difficulty which they felt might be practical and helpful in planning a guide for the teaching of rhythmic activities.

Part B, Questions, contained six questions related to the teacher's experience with the teaching of rhythmic activities. Each question was followed by sufficient space for respondents to write brief, to-the-point answers.

Part C, Choice of Dances, requested teachers to list, in order, the names of five dances which they would choose for the children of their specific grade-levels, and to mention the sources of the directions they used for these dances.

A final part, incidental to the questionnaire itself but pertinent to the planning of the curriculum project, was a tear-off section for those teachers who wished to indicate a desire to participate in in-service training projects concerned with the development of a new rhythmic activities teaching guide.

(See Appendix for sample of rhythms questionnaire.)
Parts of the questionnaire used for this study. Although the responses to all parts and items of the questionnaire were of interest and significance in planning and developing the new teaching guide, and in organizing teacher-participation workshops, the interest in the questionnaire for this study is directed toward responses to only certain items.

The specific portions of the questionnaire used to supply data for this investigation are:

(1) The request for respondents to "Write in any other phases of content which you feel should be included, and any suggestions you may have as to the form for the new guide." Several blank lines were provided for this purpose.

(2) Question 1 of Part B, asking the respondents, "What problems have you encountered in conducting your rhythmic activities...?" Blank space was provided for answering.

(3) Question 5 of Part B, asking the respondents, "From what source, or sources, have you received the most help in teaching rhythmic activities?" The question was followed by a listing of several possible sources and blank space for the written answer.

Data supplied for this study by responses to the above three items of the questionnaire will be referred to in the remainder of this report as (1) Item N, data related to needs, (2) Item P, data related to problems, and (3) Item S, data related to sources of help.
Population sampled by the questionnaire. Before continuing with a description of the completion and return of the questionnaire, and the method of tabulating the responses, an accounting is given here of the number and location of the teachers and of the general types of responses representative of the population sampled.

Over 1700 questionnaires were returned to the consultant, the present author. These returns were numbered consecutively upon receipt. For the purpose of this study, data from the first 1000 returned questionnaires are used. The first 1000 returned questionnaires contained responses from teachers in schools scattered throughout the school district and are representative of all sections of the city.

Most of the returned questionnaires contained written answers to most of the queries. The percentage of 'blank responses' will be discussed in a later section of this report. Questionnaires containing 'blank responses' to items used in this study were not 'weeded out' of the first 1000, as the author feels that they represent one of the types of responses which teachers make to inquiries aimed at determining their professional needs, problems, desires, judgements, suggestions, attitudes, and interests, and therefore supply implications for forming conclusions in a study of teacher-expressions such as this.

All of the first 1000 returned questionnaires were used. This represented a random selection, was considered an adequate sampling, was a convenient number to deal with in figuring percentages, and was more expeditious to the efficient preparation of the report than if data from all 1707 returned questionnaires were studied.
Completion of the questionnaire by respondents. Over 1700 questionnaires, containing responses to all, most, or some of the items, were completed by teachers of grades 3, 4, 5, and 6 throughout the city during the 30 school days, between February 23 and April 5, set for the completion of the questionnaire.

There were several reasons for having selected this particular period of the school year for the distribution, completion, and return of the questionnaire. It was timed well enough after the beginning of the spring semester so that teachers would not be completely preoccupied with organizing their new mid-year-promotion groups, and so that they would have had sufficient time to put into operation their rhythmic activities programs. The deadline date for return was set before Spring Vacation in order to avoid misplacing or filing away and forgetting about the questionnaire during the holidays. The time limit, about one month, for completing the questionnaire was intended to be most conducive to maximal response; i.e., not so short as to result in hurried completion without sufficient time for thoughtful consideration, and not so long as to result in procrastination, neglect, or forgetfulness.

The intention, that each questionnaire elicit an individual response from a single teacher, was realized to an extremely high degree. There was evidence in a very few instances of questionnaires having been completed in a group situation which, however, would not seem to limit the validity of the data. There was also evidence of preliminary faculty meetings and grade-level group discussions which had been hoped for by the investigator. The responses on some of the questionnaires appar-
ently had been typed up by the school clerk and the questionnaires submitted from the school as a set.

There was evidence of conscientious thoughtfulness in responding in most cases; carelessness, boredom, or hurry in some; and lack of ideas, experience, information, or interest in the relatively few cases where items were left unanswered. The significance of "blank responses" in relation to results is considered elsewhere in this report.

Many questionnaires included notations and comments by school principals. Such "bonus" responses showed an additional interest gratifying to the investigator but were not included among the usable data.

**Return of the questionnaire to the investigator.** The deadline date, for the return of the questionnaire to the investigator as suggested among the instructions on the cover-sheet, was met very cooperatively. Although the most tardy single questionnaire was returned as late as one month after the deadline date and a few others came in during that month, the large bulk of returns was received within the suggested limits. Of the 1707 total returns, only about 20 "strays" (1%) straggled in late.

Most of the questionnaires were returned by school mail, and came in singly or by two's or by three's. Some were returned in small groups according to grade-level or combined grade-levels, i.e., grades 3 and 4 or grades 5 and 6. Some were returned in large sets including those of all teachers of grades 3, 4, 5, and 6 in the school.
Of the 368 elementary schools included in the survey, 293 responded by returning one or more questionnaires. This represents an 80% return, which may be considered fairly high when coupled with the fact that the cover-sheet attached to each questionnaire stated, among other instructions, "It should be understood that the completion of the questionnaire is not mandatory."

The largest return from any one school was 22 questionnaires. Several schools returned from 12 to 15 questionnaires. The average number returned from all 368 elementary schools in the city was 4.6 questionnaires; and from the 293 responding schools, the average number was 5.8 returned questionnaires per school.

Although it is not of particular significance to this study, it might be of general interest to have reported here that the 293 schools responding were representative of each of the elementary districts of the Los Angeles City School System, in the following order:

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Schools</th>
<th>Number of Schools Responding</th>
<th>Percent of Schools Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>78</td>
<td>48</td>
<td>62%</td>
</tr>
<tr>
<td>South</td>
<td>68</td>
<td>54</td>
<td>792%</td>
</tr>
<tr>
<td>East</td>
<td>81</td>
<td>66</td>
<td>813%</td>
</tr>
<tr>
<td>Valley</td>
<td>78</td>
<td>66</td>
<td>85%</td>
</tr>
<tr>
<td>West</td>
<td>63</td>
<td>59</td>
<td>94%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>80%</td>
</tr>
</tbody>
</table>

Table I
Tabulation of the questionnaire responses. Upon receipt each returned questionnaire was dated and numbered consecutively. A record was kept on a master tally sheet of the number of returns from each elementary school.

The questionnaire was then examined to determine if the respondent had made application for curriculum workshop participation on the tear-off section at the end or if the tear-off section had been removed. This was necessary in order to determine the geographic locations for workshops which would be most convenient for the most participants.

Workshop applications will be mentioned only in passing, as this function of the questionnaire does not concern the purpose of this study.

Three hundred seventeen (317) teachers, including many men, indicated a desire to participate in curriculum workshops to assist with the development of a proposed teaching guide for rhythmic activities in grades 3, 4, 5, and 6.

As to grade levels, workshop applications were received from:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Teachers</th>
<th>Percentage of Total Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>66</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>63</td>
<td>20%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>86</td>
<td>27%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>94</td>
<td>30%</td>
</tr>
<tr>
<td>Not mentioned</td>
<td>8</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>317</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As to elementary districts, workshop applications were received from:

<table>
<thead>
<tr>
<th>District</th>
<th>Number of Teachers</th>
<th>Percentage of Total Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central District</td>
<td>48</td>
<td>15%</td>
</tr>
<tr>
<td>East District</td>
<td>51</td>
<td>16%</td>
</tr>
<tr>
<td>South District</td>
<td>63</td>
<td>20%</td>
</tr>
<tr>
<td>West District</td>
<td>68</td>
<td>21%</td>
</tr>
<tr>
<td>Valley District</td>
<td>87</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>317</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

TABLE II
The returned questionnaires were arranged according to two major types, (A) **Signed** and (B) **Unsigned**; and categorized into five sub-groups according to the various possible responses to the invitation to participate in curriculum workshops for the development of the guide. The sub-groups under (A) **Signed questionnaires** were: (1) workshop application made on attached tear-off slip; (2) no workshop application made, blank tear-off slip intact; and (3) workshop tear-off slip removed. The sub-groups under (B) **Unsigned questionnaires** were: (4) workshop tear-off slip removed; and (5) no workshop application made, blank tear-off slip intact.

The final tallying showed the number of questionnaires of each major type and in each sub-group to be distributed as follows:

**Group A. Signed Questionnaires**

Sub-group 1. Workshop application made on attached tear-off slip ........................................ 229

Sub-group 2. No workshop application made, blank tear-off slip intact ........................................ 575

Sub-group 3. Workshop tear-off slip removed ........................................ 101

Total signed questionnaires .......................... 905

**Group B. Unsigned Questionnaires**

Sub-group 4. Workshop tear-off slip removed ........................................ 94

Sub-group 5. No workshop application made, blank tear-off slip intact ........................................ 702

Total unsigned questionnaires .......................... 796

Total returned questionnaires .......................... 1701*

(*This compilation was made prior to the receipt of 6 very late returns.)

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TABLE III
The cover-sheet had stated, "Your completed questionnaire is welcome signed or not." The fact that over half of the questionnaires, \(54\%\), were voluntarily signed may be of interest in a study of the role which anonymity plays in types of questionnaire responses. It is mentioned here rather than in the section on results of the survey, as the point is of no particular significance in this study, that there was no appreciable difference between the types of responses, as to quality or quantity, on the signed and unsigned returned questionnaires. For example, in analyzing the responses to the 14 items of the check-list section of the questionnaire, it was found that there was perfect agreement on 3 of the items, strong agreement on 7 of the items, fair agreement on 3 of the items, and doubtful agreement on 1 item, between the 905 signed and 796 unsigned questionnaires. This may also be expressed as a strong-to-perfect agreement on 10 (71.4\%) of the 14 items, which leads to the statement that there was no appreciable difference in the types of responses on the signed and unsigned questionnaires.

(See Appendix for charts of signed and unsigned returned questionnaires of the above groups and sub-groups, relating to the responses to Part A. Content, check-list items, or questions, 1 though 14.)

When a sufficient time had elapsed, following the deadline date, for the investigator to safely assume that all questionnaires to be used in the survey had been returned, responses to the various parts of the questionnaire were recorded and classified.
Recording and classification of the questionnaire responses. Only the items of the questionnaire with which this study is concerned will be discussed in this section.

Item N: There were 710 written responses to Item N, which was worded on the questionnaire as follows: "Write in any other phases of content which you feel should be included, and any suggestions you may have as to the form for the new guide."

After having been recorded verbatim and analyzed, the 710 responses were grouped into 35 separate categories including a category for "blank responses."

The needs expressed by teachers, which were revealed by responses to this item, ranged all the way from such comments as, "Get us appropriate phonograph records, please!" (124 similar responses, 17.4% of all needs expressed), to "Frankly, I feel no need at all for another guide" (1 response).

Complete data related to Item N are presented and interpreted in the following chapter.

Item P: There were 681 written responses to Item P, which was worded on the questionnaire as follows: "What problems have you encountered in conducting your rhythmic activities that a new teaching guide can assist in solving?"

After having been recorded verbatim and analyzed, the 681 responses were grouped into 4 major categories, with sub-categories total-
ing 19 separate types of recognized problems. "Blank responses" are not included in the above classification, but constitute a separate category.

The problems or difficulties, which were mentioned by teachers in response to this item, were expressed by comments ranging all the way from, "The dance directions are not clear and specific enough for me to interpret" (140 similar responses, 20.5% of all problems mentioned), to "Haven't tried it yet" (1 response; "it" apparently meaning "rhythmic activities").

Complete data related to Item P are presented and interpreted in the following chapter.

Item S: There were 933 written responses to Item S, which was worded on the questionnaire as follows: "From what source, or sources, have you received the most help in teaching rhythmic activities?"

(teaching guides, physical education supervisor and/or consultant, in-service training projects, principal, another teacher, mimeographed material, another school system, teacher-training institution, yourself, other sources).

As most of the responses to item S were selected from the suggested group of possible sources which followed the question, recording of verbatim comments was not necessary. The responses were tallied according to the suggested sources, except in cases where other sources were mentioned. The latter were itemized verbatim under "Miscellaneous."

Some of the responses to Item S included more than one source of help, which was consistent with the way the question was worded ("source,
or sources"), but tended to complicate the procedure of tabulating the results. When more than one source was mentioned, the appropriate fraction (1/2, 1/3, etc.) was credited to each of the sources mentioned; totals were arrived at from these whole and fractional tabulations. In cases of fractionally uneven totals, the nearest whole number was used.

The 933 written responses were grouped into 10 separate categories, including "Miscellaneous" for the "other sources" mentioned. "Blank responses" are not included in the above classification, but constitute a separate category.

The responses, as to sources of help in teaching rhythmic activities, ranged from "In-service training" (292 similar responses, 31 1/2% of all sources mentioned), to "None!" (1 response).

Complete data related to Item S are presented and interpreted in the following chapter.

(Examples of the manner in which raw data from Items P and S were recorded verbatim may be found in the Appendix.)
The preceding chapter has covered a description of the procedure followed for this study, including the (1) preparation of the instrument for acquiring data, (2) evaluation of the preliminary questionnaire, (3) distribution of the questionnaire, (4) implementation of the questionnaire within the schools, (5) overview of all parts of the questionnaire, (6) parts of the questionnaire used for this study, (7) population sampled in the investigation, (8) completion of the questionnaire by respondents, (9) return of the questionnaire to the investigator, (10) tabulation of questionnaires, and (11) recording and classification of the data for purposes of this study.

The following chapter presents the results and attempts to interpret the data which were acquired in the form of teachers' responses to the items of the questionnaire pertinent to this study of the needs, problems, and sources of help in connection with the teaching of elementary school rhythmic activities.
CHAPTER IV

PRESENTATION AND INTERPRETATION OF THE DATA.
CHAPTER IV

PRESENTATION AND INTERPRETATION OF THE DATA

This study is concerned with teacher-recognized needs, problems, and effective sources of help related to the teaching of rhythmic activities in the middle and upper elementary grades. In the following sections of this chapter, data related to these (1) needs, Item N, (2) problems, Item P, and (3) sources of help, Item S, are presented and discussed.

Data related to Item N. The data which are discussed in the following section were supplied by responses to the questionnaire item, "Write in any other phases of content which you feel should be included, and any suggestions you may have as to the form for the new guide."

After being recorded verbatim and analyzed as to types of needs, the 710 written responses to Item N were grouped into 35 separate categories. Of the 35 categories into which the teachers' responses were grouped, 28 were related in some way to instructional materials needed and phases of content desirable in a teaching guide for rhythmic activities. The remaining 7 categories were related to ideas about practical format features for a teaching guide.

Not all of the ideas and needs expressed by the teachers, in response to this item of the questionnaire, were confined strictly to suggestions for content and format of a teaching guide. In fact, as will be seen, the single most often mentioned suggestion had to do with
a need for appropriate and readily available phonograph records for conducting rhythmic activities effectively and efficiently. This suggestion was not related to printed instructional material but to another type of teaching aid which classroom teachers apparently feel is one of their pressing needs. Other suggestions were related to needs for printed materials of various types and for aids to teaching in various forms.

The accompanying table lists in order of frequency the 35 categories into which the 710 written responses to Item N were arranged. It is an arbitrary grouping on the part of the investigator, and might have been done in a number of different ways. If the teachers' expressed needs had been grouped into categories more inclusive in scope, combining two or several of the present items under one heading, some of the needs would occupy different positions on the list.

For instance, if items 5 and 22, now listed respectively as needs for "Rhythmic material related to social studies" (41 responses) and "Rhythms related to subjects other than social studies" (9 responses), were combined under one heading entitled, perhaps, "Need for rhythmic material related to social studies and other special interests," the responses would total 50, and that item would be in third place on the list of pressing needs.

Items 14, 19, and 30, needs for "Directions for many dances, wide selection" (15 responses), "More simple, easy dances" (11 responses), and "More interesting dances with 'catchy' or different rhythm" (3 responses), might have been combined under the heading "Need for more dances of various types" to take eighth place on the list of needs. It was felt, however, as in the first instance, that the different cate-
### TABLE IV

**Teacher-Recognized Needs**

Related to the Teaching of Elementary School Rhythmic Activities

<table>
<thead>
<tr>
<th>Categories of Teachers' Needs</th>
<th>Number of Responses</th>
<th>Approximate % of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Need for phonograph records, appropriate, available</td>
<td>124</td>
<td>17%</td>
</tr>
<tr>
<td>2. Diagrams, pictures, charts, in teaching materials</td>
<td>55</td>
<td>7%</td>
</tr>
<tr>
<td>3. Progressive arrangement of instructional materials</td>
<td>47</td>
<td>6%</td>
</tr>
<tr>
<td>4. Need for a teaching guide, simple, practical, small</td>
<td>46</td>
<td>6%</td>
</tr>
<tr>
<td>5. Rhythmic material related to social studies</td>
<td>41</td>
<td>5%</td>
</tr>
<tr>
<td>6. Clear definite directions for dances &amp; other activities</td>
<td>34</td>
<td>4%</td>
</tr>
<tr>
<td>7. Guide similar in form to existing &quot;Games&quot; guide</td>
<td>33</td>
<td>4%</td>
</tr>
<tr>
<td>8. Glossary, tabs, index, bibliography, references</td>
<td>29</td>
<td>4%</td>
</tr>
<tr>
<td>9. Guide of loose-leaf, spiral-binding, or card-file type</td>
<td>27</td>
<td>3%</td>
</tr>
<tr>
<td>10. Creative &amp; fundamental rhythms materials in detail</td>
<td>26</td>
<td>3%</td>
</tr>
<tr>
<td>11. More American square &amp; round dance materials</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>12. Definite material on teaching techniques &amp; procedures</td>
<td>17</td>
<td>2%</td>
</tr>
<tr>
<td>13. Costume ideas (for festivals &amp; culminations)</td>
<td>15</td>
<td>2%</td>
</tr>
<tr>
<td>14. Directions for many dances, wide selection</td>
<td>15</td>
<td>2%</td>
</tr>
<tr>
<td>15. Suggested lesson plans, units, schedules</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>16. Audio-visual materials, films, charts, posters</td>
<td>13</td>
<td>1%</td>
</tr>
<tr>
<td>17. Ideas for uneven classes, extra dancers</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>18. &quot;Cue calls&quot; for dances (on cards or with directions)</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>19. More simple, easy dances</td>
<td>11</td>
<td>1%</td>
</tr>
<tr>
<td>20. Statement of &quot;philosophy&quot; for rhythms (pro &amp; con)</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>21. Musical notation with dance directions (all or some)</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>22. Rhythms related to subjects other than social studies</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>23. Background information about dances</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>24. Program suggestions (for festivals &amp; culminations)</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>25. Skills &amp; drill arranged progressively by grades</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>26. Ideas for motivation</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>27. Supplementary mimeographed material as requested</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>28. Rhythm instruments, construction &amp; use of, to enrich</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>29. Material related to etiquette, manners, &quot;social graces&quot;</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>30. More interesting dances with &quot;catchy&quot; or different rhythm</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>31. Dances &amp; rhythms related to holidays</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>32. Suggestions for disciplinary practices</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>33. Ideas for scheduling space, records, equipment</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>34. Miscellaneous, single responses, such as: &quot;How not mark the auditorium floor for dances?&quot; &quot;Please do not use the word dance.&quot; &quot;Frankly, I feel no need at all for another guide.&quot; &quot;No hash, please. Make this guide all meat!&quot; &quot;Everything's all right the way it is.&quot; Etc.</td>
<td>47</td>
<td>6%</td>
</tr>
</tbody>
</table>

Total written responses | 710 | 100% |

35. "Blank responses" 890

Total questionnaires used 1000
gories seemed to express the specific needs best when considered separately.

Similarly, items 13 and 24, needs for "Costume ideas" (15 responses) and "Program suggestions" (5 responses), in connection with school dance festivals and culminations, might have been combined and come up into eleventh place on the list of needs. But, again, it was felt that these were actually needs in two separate areas.

Careful consideration was given to the categorizing of the 710 separate written responses, and the division into 35 categories seemed to the investigator to be the most revealing way to arrange the data for analysis and interpretation.

By examining the data presented on the accompanying table, the factors which teachers recognize as grave shortcomings or hinderances to their more effective teaching of rhythmic activities can be brought into focus. The most outstanding needs which are revealed by the data may be interpreted as follows:

1) Of prime concern to classroom teachers appears to be the need for appropriate and readily available recorded accompaniment (phonograph records) for rhythmic activities. In other words, as one teacher wrote, "You can't expect to teach children to move rhythmically without some sort of suitable accompaniment, any more than you can expect to teach them to read without suitable reading books."

This need is evidenced by the fact that 124 of the 710 responses (over 17%) mentioned recorded accompaniment in some way. Many of the comments were negative in nature, such as "never can get ahold of",
"not appropriate for my class", "does not fit the dance" or "cannot make the steps come out with the music". Such remarks, and the number of them, may be interpreted to indicate that teachers consider appropriate phonograph records vital tools or aids for teaching all kinds of rhythmic activities, especially folk and contemporary dances as indicated by the wording of the responses. This would also indicate that pattern dances, that is, learned rather than created dances, still comprise the major portion of the rhythmic experiences presented to middle and upper grade elementary school children.

(2) That teachers rely on diagrams, pictures, charts, and other illustrative material for ease and accuracy of interpreting written explanations is brought out by the fact that 55 of the 710 responses (approximately 7½%) mentioned the need for such devices in teaching materials.

Comments, such as "saves time otherwise needed to figure out details", "doesn't make sense when cold unless diagrammed", and "one picture saves a hundred words", indicate that teachers need all the clarification possible in order to save time and interpret teaching materials correctly; and that this need may be met to a large degree, they feel, by a generous supply of illustrative material.

(3) Apparently teachers would rather not take the responsibility of seeking out and arranging teaching-learning materials according to the abilities, interests, and needs of their individual classes, at least as far as rhythmic activities goes. This is brought out by the fact that 47 of the 710 responses (approximately 6½%) mentioned the need for rhythmic experiences, including dances and other activities, to be arranged accord-
As to difficulty or by appropriate grade-level for presentation.

Comments, such as "Now I have a 6th grade, instead of a 4th, how much harder can the dances be?", seem to indicate that teachers are concerned about materials being appropriate for their children and about the skills which may be expected of children at different stages of their development. The fact that one teacher asked, "What square dances are appropriate for my 6-3's?", would indicate a need, perhaps not recognized in this case, for some sort of arrangement of learning experiences in rhythmic activities according to continuity.

(4) That teachers have a preference for instructional guides which come in simple, practical, small form is brought out by the fact that 46 of the 710 responses (approximately 6.5%) mentioned one or more of these traits as being desirable.

Teaching guides, according to one response, "should be kept small and easy for a teacher to handle. The concrete-block type soon finds its way to a shelf and stays there. They may impress other cities..., but thin little teachers with thin little wrists do not appreciate them."

Other, more curt, comments included "pocket-size or less", "just the essentials", "brief outline form". There were many fewer responses which expressed the sentiments of the teacher who wrote that a guide should be "complete in every detail. We need all the teaching help we can get!"

Responses included in this category indicate that teachers feel a need to be helped in making best use of their time and of the materials intended as aids to teaching; and that the type of teaching aid has much to do with the extent to which they are actually helped and to which this need is met.
(5) The fact that teachers stated a need for rhythmic material related to social studies (41 of the 710 responses to this item; approximately 5.5%) may be interpreted to mean that they understand the importance of integrating some of the children's rhythmic work with learning experiences in other areas of the curriculum, and that they consider rhythmic expression and dramatization as basic teaching-learning aids in social studies. They admitted a lack on their part of rhythmic dramatization ideas, as well as expressing a need for directions for more folk and contemporary pattern dances related to areas of social studies interest.

The other comments and suggestions given for item N, as itemized in the preceding table, although mentioned less frequently than the five above, represent definite teacher needs, and deserve recognition as such.

In addition to the 710 helpful suggestions and other written responses to item N listed above, there were 290 questionnaires on which the fill-in spaces provided were left blank. This may be explained by the supposition that these teachers, having checked items 1 through 14 of the directly preceding check-list section of the questionnaire which dealt with the same area of interest, felt that the subject had been covered and they had nothing more to add. It will be recalled that the instructions requested that they write in any other suggestions they might have. As a matter of fact, many of the additional suggestions were repetitions of the statements appearing above in the check-list; their significance lies in the fact that they were thought important enough to repeat in writing for emphasis.
Data related to Item P. The data which are discussed in the following section were supplied by responses to the questionnaire item, "That problems have you encountered in conducting your rhythmic activities that a new teaching guide can assist in solving?"

After having been recorded verbatim and analyzed, the 681 written responses to Item P, teacher-recognized problems, were grouped into 4 major problem areas: (A) Materials, (B) Pupils, (C) Facilities, and (D) Teacher. Under these major problem areas were sub-grouped a total of 19 separate types of problems mentioned by teachers.

Under the major problem area (A) Materials are 8 subdivisions. These represent problems related to (1) interpreting written directions, (2) understanding teaching techniques, procedures, and organization, (3) providing enough varied learning experiences, (4) obtaining readily appropriate recordings for accompaniment, (5) being provided effective visual aids, (6) determining appropriate progression or difficulty of learning materials, (7) having convenient instructional materials for teachers at hand, and (8) providing children rhythmic experiences related to social studies.

Under the major problem area (B) Pupils are 6 subdivisions. These represent problems in which the children themselves are involved, such as (1) uneven classes, (2) boys, motivation and boy-girl relationship, (3) size of class, (4) capabilities of various children, (5) discipline, and (6) readiness of children.

Under the major problem area (C) Facilities are 3 subdivisions. These represent problems related to (1) space, (2) equipment, and (3) time.
Under the major problem area (D) Teacher are 2 subdivisions. These represent problems for which teachers apparently feel a personal blame, such as (1) own limitations in rhythmic ability, and (2) own ignorance of what is expected.

As in the case of the organization of data for Item N in the preceding section, the grouping of the data for Item P is an arbitrary arrangement on the part of the investigator, and might have been done a number of different ways. However, the 661 written responses were examined carefully, and the grouping into 4 major categories with 19 subcategories seemed to the investigator to be the most comprehensible arrangement of the data for analysis and interpretation.

The accompanying table shows the major problem areas, with their subdivisions, and the frequency with which the separate problems were mentioned. Clearly revealed are the types of problems or difficulties or deterrent factors with which this particular population of teachers feel they are confronted in attempting to carry out an effective rhythmic activities program in the middle and upper elementary grades.
### TABLE V

**Teacher-Recognized Problems**

**Major Problem Areas, with Subdivisions**

<table>
<thead>
<tr>
<th>(A) Materials</th>
<th>Number of Responses</th>
<th>% of Material Responses</th>
<th>% of All Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems related to instructional materials for conducting rhythmic activities:</td>
<td>492</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>(1) Directions for dances and steps (... 140 30% 20%</td>
<td>140 (should be clear, detailed, specific, standard, uniform)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Techniques, procedure, organization... 68 14% 10%</td>
<td>68 for teaching (should be suggested)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Additional, varied learning experiences... 60 12% 9%</td>
<td>60 (should be plentiful and according to interests and abilities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Records, music or other accompaniment... 53 10% 7%</td>
<td>53 (should be suitable and readily available)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Visual aids, films, charts, diagrams... 53 10% 7%</td>
<td>53 pictures (should be part of instructional materials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Classification of materials according... 43 9% 6%</td>
<td>43 to grade, difficulty, progression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Availability of all material under... 42 9% 6%</td>
<td>42 one cover, a clear, concise guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8) Rhythmic materials related to social studies... 33 7% 4%</td>
<td>33 (should be suggested)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(B) Pupils</th>
<th>% of &quot;Pup-... % of All Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems related to the children, their numbers, attitudes, and capabilities:</td>
<td>70</td>
</tr>
<tr>
<td>(1) Uneven classes (mostly boys, vice versa)... 18 25% 2%</td>
<td>18</td>
</tr>
<tr>
<td>(2) Boy motivation, boy-girl relationship... 17 25% 2%</td>
<td>17</td>
</tr>
<tr>
<td>(3) Too many in class... 14 20% 2%</td>
<td>14</td>
</tr>
<tr>
<td>(4) Wide range of maturity and coordination... 9 13% 1%</td>
<td>9</td>
</tr>
<tr>
<td>(5) Discipline, antagonism, reluctance, showing-off... 9 13% 1%</td>
<td>9</td>
</tr>
<tr>
<td>(6) Poorly prepared in previous classes... 3 4% 2%</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(C) Facilities</th>
<th>% of Facilities Responses</th>
<th>% of All Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems related to the environmental conditions for conducting rhythmic activities:</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>(1) Space limitations... 19 60% 2%</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>(2) Equipment unavailable... 9 30% 1%</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>(3) Time limitations... 5 10% 2%</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(D) Teacher</th>
<th>% of Teacher Resps. % of All Resps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems in conducting rhythmic activities stemming from the teacher:</td>
<td>32</td>
</tr>
<tr>
<td>(1) Recognition of own limitations... 29 90% 4%</td>
<td>29</td>
</tr>
<tr>
<td>(2) Ignorant because never been told... 3 10% 2%</td>
<td>3</td>
</tr>
</tbody>
</table>
Interpretation of the data obtained from responses to item P reveals that many of the problems recognized by teachers as hindrances in conducting rhythmic activities are similar to the needs which they expressed in response to item N. However, the amounts of importance which they attach to these problems, as revealed by the frequency with which each problem is mentioned, presents a view differing somewhat from the need-picture.

The most outstanding problems which are revealed by the data may be interpreted as follows:

1. The problem which teachers appear to face most frequently, in relation to their rhythmic activities programs, is one of not being able to interpret, unaided, directions or instructions for dances and dance steps. Most of the comments appear to place the blame for this on the manner in which the material is written up; although many teachers expressed the idea that these directions became clear when worked out in in-service classes or with supervisors or consultants.

Due to the facts that writing explanations for doing anything, and particularly for doing dances in which action patterns must be accurately geared to definite accompaniment patterns, is an exacting communicative art and that classroom teachers are not specialists in dance education, it is little wonder that 140 out of 681 teachers specifically mention the problem of not being able to easily interpret written directions for dances and dance steps.

It goes without saying that the teacher must be familiar with teaching-learning material, understanding it thoroughly, before it can
be effectively presented to the group. This is necessary for economy of time and for effective learning, active participation and enjoyment by the children.

Teachers apparently feel that this would be less of a problem and that they would have less difficulty in interpreting directions for dances and descriptions for performing specific rhythmic steps, which they wish to teach to their children, if such directions were more clear, detailed, specific, standardized, uniform, definite, and simple; in other words, as "fool-proof" as possible.

(2) Aside from having the problem of not being able to interpret written directions for rhythmic activities themselves, teachers also have the problem of not knowing how to present this same material effectively to their children.

Again, these classroom teachers are not specialists and many of them, not having received ideas for useful techniques for conducting a rhythms period in their general preparation, now find how-to-do-it, or method, a pressing problem.

Sixty-eight out of the 681 teachers disclose that they have difficulties with organization, procedures, and techniques related to the effective teaching of rhythmic activities, and that they want specific suggestions of practical ways in which they may solve this problem.

(3) Besides more understandable directions for rhythmic activities and specific suggestions for teaching techniques, teachers have a problem providing enough or enough of the right kind of rhythmic learn-
ing experiences for their children.

Out of 681 teachers, 60 of them were particularly concerned with the problem of the unavailability of additional, appropriate, plentiful, varied, interesting, different, or appealing rhythmic activity materials, based on the interests and abilities of boys and girls, which would expand and enrich the rhythmic experiences of the children in their classes. This may be interpreted further to indicate that many teachers are not satisfied to teach "the same dance to different children" year after year, and that they appreciate and want to incorporate into their teaching the wide scope of rhythmic experiences which may be included in a well-balanced rhythmic activities program.

(4) Not all of the problems mentioned by teachers are confined to difficulties which can be cleared up by printed instructional materials. The fourth most frequently mentioned problem, suggested by 53 of the 681 teachers, is related to the difficulty of obtaining suitable phonograph records when needed. Printed instructional materials for teachers may partially solve this problem by providing lists of records and places where certain records can be obtained. However, interpretation of the wording of the comments shows that not knowing about the records and where to find them is not the problem. It is, rather, that sufficient suitable records are not already in the schools or, if in the schools, are not readily available for classroom teacher use.

This scarcity of appropriate and readily available recordings to accompany rhythmic activities is one of the problems which parallels a
pressing need expressed by teachers in response to Item N. As a need, it tops the list, constituting $17\frac{1}{3}\%$ of the 710 responses; as a problem, it is in fourth place, constituting $7\frac{1}{2}\%$ of the 681 responses. The comments related to phonograph record "troubles", on both the items together, total 177 which is $12\frac{6}{7}\%$ of the total 1391 written responses to both items.

It is evident that this problem deserves consideration as a major "gripe" of the teacher population sampled and probably as a universal problem for classroom teachers of rhythmic activities.

(5) As in the preceding case, the problem of obtaining visual aids for the teaching of rhythmic activities is closely allied to the need for illustrative materials mentioned by teachers in response to Item N. As a problem, the difficulty in obtaining films, charts, diagrams, pictures, and other visual aids for instructional material is mentioned by 53 out of 681 teachers.

The responses may be interpreted as indicating the types of visual materials used for clarification of instructional information for teachers and for motivational and learning aids for children.

As a need, visual aids is second on the list, constituting $7\frac{3}{4}\%$ of the 710 responses; as a problem, it is in fifth place, constituting $7\frac{1}{2}\%$ of the 681 responses. When both items are combined, there is a total of 108 responses, which is $7\frac{5}{7}\%$ of the 1391 total written responses to both items.
The five problems above, revealed by data related to item P, are the problems most frequently mentioned by the teacher population sampled. They all happen to be related to the major problem area of materials. Other problems in this area, although mentioned less frequently, represent real teacher-recognized difficulties related to the teaching of rhythmic activities and deserve recognition as such. The frequency of their mention may be checked by reference to the preceding table of teacher-recognized problems.

In connection with the major problem area related to pupils, it is revealed that teachers are most concerned about techniques and materials suitable for involving all the children in uneven classes; i.e., classes with more boys than girls, or vice versa. Of next concern, in this area, is boys. Teachers appear to have two problems with boys in connection with rhythmic activities: first, motivating them to be interested in participating; second, coping with the boy-girl partner situation. Other problems in this area may be noted in the table related to teacher-recognized problems.

The major problem area of facilities is headed by the problem of inadequate or inappropriate space or environment for conducting rhythmic activities. Teachers indicate that their rhythm periods are conducted in one or a combination of the following locations: auditorium, playground, classroom. Responses include such problems as the following: the auditorium is often unavailable when needed, outdoor rhythmic activities often disturb other classes, and classroom space is too limited
even if time is taken to rearrange furniture. Other problems in this area are listed on the teacher-recognized problems table.

As to the teacher as a problem-area, the data show that relatively few teachers (32 from among 681) mention any problems brought about by the inadequacy of themselves or teachers in general. Most of the comments in this area were made by teachers who mention their own limitations in rhythmic skills; the remaining few intimate that the problems they have in teaching rhythmic activities are due to their own shortcomings but that they have "never been told", are "ignorant through no fault" of their own, or do not know "what is expected" of them. The infrequency of such responses may be noted by the figures given on the table of teacher-recognized problems.

In addition to the 681 written responses to item P, there were 319 "blank responses." This lack of written response on the part of 32% of the 1000 teachers whose returned questionnaires were used in this study, may be interpreted in a number of ways.

A few possible explanations for such "blank responses" may be that these teachers (1) do not have any problems in teaching rhythmic activities, (2) are not teaching any rhythmic activities and therefore have no related problems, (3) are not able to identify their problems, (4) have too many problems to try to mention in the space provided (two and a half page-width lines on the questionnaire), (5) do not care to divulge their problems, (6) are too hurried, bored, antagonistic, tired, or disinterested to answer, (7) overlooked this question which was at
the top of the page, (8) skipped the question, intending to return to it but never did, (9) are afraid of being criticized for having problems, (10) misunderstood the purpose of the survey and the end to be served by the results.
Data related to Item 3. The data which are discussed in the following section were supplied by responses to the questionnaire item, "From what source, or sources, have you received the most help in teaching rhythmic activities?" in parentheses after the question were suggested the following sources: teaching guides, physical education supervisor and/or consultant, in-service training projects, principal, another teacher, mimeographed material, another school system, self, some other source.

After having been tallied, or recorded verbatim in cases where other sources of help were mentioned, the 933 written responses to Item 3 were grouped into 10 separate categories; the 9 suggested sources (totaling 862 responses) plus a group of miscellaneous sources (totaling 71 responses). These separate categories and the frequencies with which they appeared in the responses may be examined in the accompanying table of sources of help in teaching rhythmic activities.

That such a high percentage of teachers (93%) supplied answers to this item is probably due to the fact that a list of suggested sources was furnished. Answers were supplied by written comment, or by underscored, encircled, starred or numbered suggested sources. Of these written responses, \(7 \frac{1}{2}\%\) mention sources other than those suggested, and supply some interesting, revealing, and significant data. Examples of verbatim comments as to other sources are given under the following section (10), miscellaneous.

Each of the separate sources of help is discussed in a section on the following pages. They are presented in order of frequency of their
<table>
<thead>
<tr>
<th>Categories of Sources of Help</th>
<th>Number of Responses</th>
<th>% of All Written Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-service training projects</td>
<td>293</td>
<td>31 1/2 %</td>
</tr>
<tr>
<td>2. Physical education supervisor and/or consultant</td>
<td>133</td>
<td>14 1/3 %</td>
</tr>
<tr>
<td>3. Teaching guides</td>
<td>115</td>
<td>12 1/3 %</td>
</tr>
<tr>
<td>4. Another teacher or teachers</td>
<td>109</td>
<td>11 2/3 %</td>
</tr>
<tr>
<td>5. Mimeographed material</td>
<td>94</td>
<td>10 %</td>
</tr>
<tr>
<td>6. Teacher-training institution</td>
<td>61</td>
<td>6 1/2 %</td>
</tr>
<tr>
<td>7. Self</td>
<td>32</td>
<td>3 1/2 %</td>
</tr>
<tr>
<td>8. Principal</td>
<td>18</td>
<td>2 %</td>
</tr>
<tr>
<td>9. Another school system</td>
<td>7</td>
<td>2/3 %</td>
</tr>
<tr>
<td>10. Miscellaneous sources</td>
<td>71</td>
<td>7 1/2 %</td>
</tr>
<tr>
<td>Total written responses</td>
<td>933</td>
<td>100 %</td>
</tr>
<tr>
<td>&quot;Blank responses&quot;</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Total samples</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>
appearance in the data. Miscellaneous, comprised of sources other than those suggested, is placed last, as no single "other source" was mentioned more often than any one of the preceding items on the list.

(1) In first position on the list of most important sources of help for classroom teachers of rhythmic activities is in-service training projects. Of the 933 written responses to Item 5, 293 (approximately 31½%) mentioned such projects as being the source from which the most help was received in conducting all types of rhythmic activities.

This #1 source of help is actually enmeshed with the following two sources on the list: physical education supervisor and/or consultant and teaching guides. Physical education supervisors and consultants are related to in-service training projects because such projects are planned, organized, and often led by these personnel. Teaching guides are related to both in-service training projects and physical education supervisors and consultants because the development of such guides is participated in by these specialists working with teacher groups and because the materials proposed for such guides are experimented with and evaluated in in-service projects of the workshop type. Subsequently, the accepted materials and the developed guides are implemented into usefulness for teachers by being used as bases for in-service training projects concerned with the improvement of teaching rhythmic activities.

However involved in-service training may become with contributing factors, and independent of the type of leadership and material content, such projects stand alone at the top of the list of sources of help in the minds of the teacher population sampled for this study.
(2) The second most important source of help is the physical education supervisor and/or consultant. Of the 933 written responses to item 3, 133 (approximately 14 1/3%) mentioned these specialists as being the source of most effective help in conducting rhythmic activities.

The assistance received from physical education supervisors and/or consultants takes several forms, as intimated by various written comments, no single one of which mentioned all of the activities summarized below. These specialists organize and conduct in-service training projects; conduct institute sessions and other general meetings related to their field; visit schools and participate in faculty, grade group, and individual conferences to plan ways of up-grading the rhythmic activities program in the school; assist in developing curriculum materials; supply supplementary printed material, supplies, and equipment upon request; help with the planning of school dance festivals and other special occasions; advise the physical education chairmen responsible for rhythmic activities in the individual schools; cooperate with teacher-training institutions by giving instruction in practical practices in their field; arrange for demonstrations by master teachers to be visited by other classroom teachers; and even give "command performances" when advisable in order to demonstrate specific techniques or implement new teaching material.

In light of the scope of the above diversified activities, all of which were given expression in some form among the 133 responses collectively, it is little wonder that teachers regard supervisors and/or consultants as important sources of help in conducting their rhythmic activities programs.
In third position on the list of most important sources of help for teachers in conducting rhythmic activities is teaching guides. Of the 933 written responses to item S, 115 (approximately 12 1/3 %) mentioned this source of help.

In mentioning a teaching guide, the teachers of the population sampled have reference to an old, now-out-of-print curriculum publication. Because of the limited number of copies of this publication, the only "official" local guide for teaching rhythmic activities in existence at the time, it had not even been seen by many of the teachers new in the system. If a teaching guide had been in the hands of every teacher sampled, the finding from responses to this item of the questionnaire might have been different. The fact that 12 1/3 % of the teachers responding to this item mentioned the teaching guide as a most important source of help, when only about 50 % of them possessed a copy of the old guide, would indicate that a teaching guide as a source of help deserves even more recognition than revealed by the present findings.

A few teachers mentioned the State physical education teaching guide as a source of help in conducting rhythmic activities. Because of the way the question was worded, these responses were included among the miscellaneous sources of help rather than with the teaching guide responses.

An additional word about the interrelated and interdependent top three sources of help on the list (in-service training projects, physical education supervisors and/or consultants, teaching guides); when data related to these three sources of help are combined, it is revealed that they comprise over half (about 58%) of all the sources from which these teachers say they receive the most effective help in conducting their rhythmic activities.
(4) In fourth position on the list of most important sources of help is another teacher or teachers. Of the 933 written responses to Item S, 109 (approximately 11 2/3%) mentioned fellow workers as being the source of most help in conducting their rhythmic activities.

These other teachers, according to the comments made, may be the physical education chairman in the school, a more experienced teacher, a teacher who is especially interested in rhythmic activities, a teacher who has attended in-service training projects and is sharing the experiences, or a teacher who has a teaching guide, other rhythmic material, or personal recordings to share.

This source of help is often mentioned in addition to another agency of assistance. Examples of this type of response are: "In-service training projects and another teacher" and "The physical education supervisor, help from another teacher, and going to social square dances."

Therefore the total of 109 responses mentioning the help of another teacher is made up of both fractional and whole tallies. This means that the help of another teacher is actually mentioned many more than 109 times; and discloses a situation which deserves careful analysis for its underlying implications.
(5) In fifth position on the list of most important sources of help is **mimeographed material**. Of the 933 written responses to Item S, 94 (approximately 10%) mentioned this type of supplementary material as being the source of most help in conducting rhythmic activities.

**mimeographed material** has a definite meaning for the teachers of the population sampled. **Mimeographed explanations**, which are generously distributed during the course of in-service training projects and at institute meetings, are often the only kind of printed material to which these teachers can refer for help if they do not have access to a guide.

At the time this study was made, the only available local physical education guide which contained a limited section on rhythmic activities, was an old one which had been out of print for a number of years. Increased enrollements in old and new schools, necessitating an increase in school personnel, left many teachers new to the district without any sort of printed teaching guide. Many teachers had never seen or known of the existence of the old guide. Therefore, the only printed material, such as directions for dances and suggestions for planning and teaching all types of rhythmic activities, were in mimeographed form. Naturally, this type of material has been an important source of help to them.

If mimeographed material were considered in the same category as teaching guide material, and the two sources of help were combined, the data reveal that they would represent 209 responses (about 22.2% of the 933 "source" responses), would be in second place on the list, and would take precedence over supervisors and/or consultants as an important source of help for teaching elementary school rhythmic activities.
(6) In sixth position on the list of important sources of help is teacher-training institutions. Of the 933 responses to Item S, 61 (approximately 6.5%) mentioned college preparation for becoming a teacher as being the source of most help in conducting rhythmic activities.

Specific colleges or universities, in various parts of the country, were named in about half of the responses. A few mentioned a special course or experience at college that had been particularly helpful. Some merely stated "teacher-training institution" with no further explanation.

(7) In seventh position on the list of most important sources of help is self. Of the 933 responses to Item S, 32 (approximately 3.5%) mentioned the respondent as being most helpful to himself in conducting rhythmic activities.

No particular explanation was given by these respondents as to why they placed themselves in this position. Either the word "self" or "myself" was written in the space provided, or the word "yourself" was underscored, encircled or starred on the printed questionnaire. There were other responses in which teachers explained certain personal activities which had helped them to become more interested in or adept at teaching rhythmic activities; these have been listed among the miscellaneous sources of help.

(8) In eighth position on the list of important sources of help is principal. Of the 933 responses to Item S, 18 (approximately 2%) mentioned the principal of the school as providing the greatest source of help in teaching rhythmic activities.
As in the case of another teacher being mentioned as a source of help, the principal was often mentioned in addition to another agency of assistance. Examples of this type of response are: "The physical education supervisor and my principal" and "The teaching guide, my principal and the teacher next-door."

Some of these responses may have resulted from a premonition on the part of the respondent that the principal would peruse the completed questionnaires before they were returned to the investigator. On the other hand, most of these responses were doubtless well-founded, as principals should be in an excellent position, due to their wide range of training, experience and interest, to give effective help in almost any phase of the elementary school curriculum.

(9) In ninth position on the list of important sources of help is another school system. Of the 933 responses to Item 3, 7 (approximately 2/3%) mentioned some school system other than the one being currently served as an important source of help in conducting rhythmic activities.

When the names of the school systems were mentioned, they were located in various parts of the country. Some were mentioned in conjunction with other sources, as "In-service training projects and Long Beach schools" and "myself, another teacher, and another school system." The only two school systems which were mentioned as the respondent's only source of effective help for teaching rhythmic activities were Monroe, Michigan, and Atascadera, California.
(10) Placed at the bottom of the list is miscellaneous, although there were enough responses of this nature to place this category in sixth position. Of the 933 written responses to Item S, 71 (approximately 7%) were unclassifiable, being unique or mentioned only a few times and not belonging under any of the other headings. No one type of miscellaneous response was mentioned frequently enough to be allotted a position above any of the 9 preceding categories.

Quite a few miscellaneous remarks were in addition to the mention of other sources of help, some being quite incidental or unrelated to any source of help. In each case, they were given appropriate partial or nonexistent credit. The total of 71 responses is made up of partial and whole tallies.

Typical of the areas of response in this category are: attending square dances, summer playground experience, social dancing, the State physical education guide, friends, library books, record albums with directions or square dance records with calls, music teacher, music book, demonstrations by other classes, summer school, and all or all of above sources (meaning those suggested following the question).

Among the unique responses as to the source of most help in teaching rhythmic activities are: "The children themselves!", "Private teacher", "New teacher - no experience", "My child who is taking lessons", "From record shops selling folk dance records", "I travel a lot", "My husband", "Too numerous to mention", and "?". One teacher wrote "Other", and one wrote "NONE!" in very bold script.

The existence of such a variety of unique and resourceful sources of help suggests many implications.
Besides the 933 written responses to Item S, there were 67 "blank responses", which is less than 7% of the total number of samples. This relatively low percent of "blank response" (relative, i.e., to the 29% and 32% for Items N and P respectively) is undoubtedly due to the fact that Item S was a "multiple-choice" sort of question. The possible sources of help for teaching elementary school rhythmic activities, which were suggested following the question, led respondents more easily into answering than would a question for which an original answer was required.

That there were 67 persons out of 1000 who failed to make any written response is not surprising, as it is inevitable that a certain number of individual react to any type of questioning in a like manner.

Some of the reasons for the "blank responses" may be that these teachers (1) were too hurried, tired, bored, antagonistic, busy, or preoccupied to answer, (2) unintentionally overlooked the item, (3) did not wish to commit themselves to a definite answer, (4) were not sure enough of an answer to indicate one, (5) by-passed the item because it looked long and involved, (6) did not get that far along on the questionnaire, (7) considered it a foolish question, not worthy of their attention, (8) could not decide which choice to make, (9) skipped the item, intending to return to it but never did, (10) did not understand the purpose of the question, (11) did not see any particular point in cooperating, even if the purpose of the questionnaire was understood and appreciated for its possible future source of help to themselves and others.
A summary of the needs, problems, and sources of most help related to the teaching of rhythmic activities in the middle and upper elementary grades may be expressed in terms of the most frequent response to each of Items N, P, and S, as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Most Frequent Response</th>
<th>Number of Times This Response Occurred</th>
<th>Percent of Times This Response Occurred Related to All Responses to This Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N (Needs)</td>
<td>Need for appropriate and readily available phonograph records for accompaniment</td>
<td>124</td>
<td>17(\frac{1}{2})% of 710</td>
</tr>
<tr>
<td>Item P (Problems)</td>
<td>Problem of not being able to interpret dance directions because of lack of clarity</td>
<td>140</td>
<td>20(\frac{1}{2})% of 681</td>
</tr>
<tr>
<td>Item S (Sources)</td>
<td>In-service training projects as greatest source of help in teaching rhythmic activities</td>
<td>292</td>
<td>31(\frac{1}{2})% of 933</td>
</tr>
</tbody>
</table>
A consideration of "blank responses." For purposes of this study "blank responses" are considered to be those in which the respondent makes no intelligible written response or mark. A dash (—) constitutes a "blank response" as no specific meaning can be attributed to it; but question marks (?) and exclamation points (!) express a reaction, are regarded as written responses and, when occurring, have been placed under "miscellaneous."

The investigator has adopted the viewpoint that blanks constitute a type of response to a question, and has therefore included such responses among the data reported in this study.

A blank answer space is not necessarily a negative response. It is an unexpressed response, and may be occasioned by any one or a combination of several causes. Among the possible reasons for no response may be a lack of interest, experience, time, energy, inclination, comprehension, understanding or knowledge on the part of the respondent, or an impression that the question has already been answered elsewhere on the questionnaire.

Although most of the returned questionnaires, used as bases for this study, had been entirely completed, that is, there was some sort of written response to all items, there were some which were partially incomplete in varying degrees. On some of the incomplete questionnaires, responses to all but a single item were given; on some, several responses were lacking; on some, half or more of the responses had been withheld; and on a very few (less than 1/10 %), all of the answer spaces were blank, or blank except for one or two marks or unrelated words written haphazardly which showed that a respondent had at least seen the questionnaire.
thus making it a legitimate sample in the eyes of the investigator. None of this last type was discarded from the first 1000 returned questionnaires used as a sampling for this study.

The investigator is aware that all authorities on research methods do not agree that "blank responses" have some significance. One such an authoritative source states:

In one questionnaire inquiry a number of returns were counted which were blank except for the name of the respondent. These should not have been counted (in figuring the percentage of returns), since they represent returns only in the physical sense and not at all in the research sense. By including such blank reports, one can spuriously run the percentage of returns high. These blank questionnaires should not appear in any tables. However, there still remains for decision the difficult question, How complete must a questionnaire be to justify inclusion in the tabulation of results? ¹

The percentage of returns is not one of the aspects important to this study, as many more returns were received than were used. The random selection of the first 1000 returns contained certain percentages of blanks which are reported in relation to the responses to the individual items of the questionnaire selected for study, and are considered by the investigator to represent a "type of response" to these items. The fact that a blank space appears after a questionnaire item does not indicate that the respondent had no thoughts on the subject probed. It simply indicates that the respondent has not put any thought into writing.

One of the purposes which a questionnaire may be considered to serve, although not productive for the investigator, is that of exposing prospective respondents, who read the queries, to new ideas or leading them into further consideration of familiar ideas.

Illustrative of the preceding statements, it may be pointed out that, although some teachers may not contribute any written comment in answer to the question, "From what source, or sources, have you received the most help in teaching rhythmic activities?", these teachers may have been led into wondering where they might obtain help or whether they need more help than they had realized, or they may have been made conscious of the idea that teachers do have difficulties and do receive help and that there are various sources of help available. In other words, a "blank response" does not necessarily mean that there has been no thought involved or that no attitudinal or behavioral change may have resulted from the respondent having been exposed to the question.

The investigator feels that, although it is true that responses of this type do not furnish data in a "research sense", they represent something more than the physical return of a piece of paper.

The accompanying table presents the number and percentages of "blank responses" to questionnaire items N, P, and S, teacher-recognized needs, problems, and sources of help in teaching elementary school rhythmic activities.
TABLE VIII

"Blank Responses" to Questionnaire Items N, P, and S

<table>
<thead>
<tr>
<th>Items</th>
<th>Number and Percent of Written Responses</th>
<th>Number and Percent of &quot;Blank Responses&quot;</th>
<th>Total Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N: Needs</td>
<td>710</td>
<td>290</td>
<td>1000</td>
</tr>
<tr>
<td>Item P: Problems</td>
<td>681</td>
<td>319</td>
<td>1000</td>
</tr>
<tr>
<td>Item S: Sources of Help</td>
<td>933</td>
<td>67</td>
<td>1000</td>
</tr>
<tr>
<td>Total Items N, P, and S</td>
<td>2324</td>
<td>676</td>
<td>3000</td>
</tr>
</tbody>
</table>

Although the number of "blank responses" ranges from 32% to 7% for the separate items, the overall percentage of "blank responses" for the 1000 questionnaires is approximately 22%. 

The various reasons for the "blank responses" related to Items N, P, and S have been surmized under the presentation and interpretation of data for each of the separate items.
The foregoing chapter has dealt with a presentation and interpretation of the data from the questionnaire items \( n \), \( P \), and \( S \), related respectively to teacher-recognized needs, problems, and sources of help in teaching rhythmic activities in the middle and upper elementary school grades.

The following chapter is a summary of the findings which were presented and interpreted in the preceding chapter. After a brief re-familiarization with the problem, procedure, and results, certain limitations, conclusions, implications, and recommendations are discussed.
CHAPTER V

SUMMARY AND CONCLUSIONS
CHAPTER V

SUMMARY AND CONCLUSIONS

Brief restatement of problem and procedure. The problem which forms the basis of this study is one of attempting to ascertain (1) the most common and pressing needs and (2) most outstanding problems related to the teaching of rhythmic activities by elementary school classroom teachers, and (3) the most effective sources of help from which these teachers may obtain assistance in conducting their rhythmic activities programs.

The procedure was one of investigation by way of a questionnaire which surveyed the professional opinions of over 1700 elementary classroom teachers in the City of Los Angeles. The first 1000 returned questionnaires were used as the sampling upon which the findings of this study are based.

Data supplied by responses to the questionnaire were related to the three major phases of the problem and were considered under the three following headings or items. Responses to Item N furnished data related to teacher-recognized needs; responses to Item P furnished data related to teacher-recognized problems; and responses to Item S furnished data related to teacher-identified sources of help in conducting elementary school rhythmic activities.
Limitations. This study centers around one of the "backyard" problems recommended for "amateur" researchers by "professional" researchers. That is, the problem is one which was near at hand, close to the heart of the investigator, and related to a confined geographic area and specific population. As such, it may be considered to deal with a local problem in a unique setting. These limitations are fully appreciated.

The present study puts itself into a position for justifiably adverse criticism from the outset because of the wording of the questionnaire items from which the data are drawn. Notwithstanding the use of questions which were originally planned for another purpose and which might be expected to produce equivocal answers in relation to the problem, the findings reveal unequivocal evidence of clear-cut needs and problems and definite sources of help in teaching. On the other hand, these same circumstances might be considered to strengthen, or give emphasis to, the findings because they emerge so decisively in spite of the impurity of the instrument.

The procedure employed in conducting this study may not be compatible with the most acceptable methods of research in so far as the data-collection-cart was put before the problem-selection-horse. In other words, data were gathered by a ready-made, not a tailor-made, instrument. It might even be said that the problem was tailored to findings which the investigator felt should not be overlooked. This is not the first study to be based upon previous findings; and in this case, the data were at least gathered first-hand by the person reporting the investigation.
The survey, which was the basis of this study, was limited to elementary classroom teachers of grades 3, 4, 5, and 6 in a single school system. This large city school system is doubtless atypical in many respects. (See Appendix for "Facts About the School System Furnishing the Setting for This Study.") Professional opinions from teachers of such a population might be considered to result in findings which are influenced by factors unique to localized conditions, and to lead to conclusions, implications, and recommendations which are not entirely applicable to a wider cross-section of elementary school teaching situations. Although the sampling may be considered quantitatively adequate, its qualitative aspect is appreciated as a limiting factor.

Besides limitations as to the population sampled and the instrument used, perhaps the most outstanding limitation of this study is the inexperience of the investigator. Someone with more experience in educational investigation, greater perspective, and deeper insight might well have not only conducted the study more expertly but been able to distill from the data a headier essence of astute interpretations and implications. During the process of bringing this study to completion, the investigator has gained much knowledge and developed new insight, skills, and attitudes. It is acknowledged without equivocation that this study has contributed much more to the personal aggrandizement of its author than it will ever contribute to the professional advancement of elementary education.
Conclusions. In the light of hypotheses posed at the start of this study, the following conclusions have been arrived at by the investigator:

(1) Classroom teachers do experience needs and are confronted with problems in conducting rhythmic activities.
(2) Classroom teachers are able to recognize their own needs and problems and to suggest effective ways of meeting these difficulties.
(3) Classroom teachers do receive various kinds of help in teaching their rhythmic activities.
(4) Classroom teachers are able to identify and suggest effective sources of help for conducting elementary school rhythmic activities.

The working hypotheses, used to steer the search for evidence, helped the investigator to come to the following conclusions:

(1) The best way to ascertain "live" needs and problems of classroom teachers is to ask "live" classroom teachers.
(2) The most effective sources of help for meeting teachers' needs and solving their problems are those suggested by the teachers themselves.

In summarizing the answers to questions based upon these hypotheses, the investigator concludes:

(1) The most common and pressing needs which elementary school classroom teachers experience in conducting their rhythmic activities programs are: (a) appropriate and readily available phonograph records, (b) illustrative features in instructional materials, (c) progressive arrangement of learning experiences, (d) simple and practical teaching guides, (e) rhythmic material related to social studies, and (f) other less prevalent needs.
(2) The outstanding problems which elementary school classroom teachers encounter in teaching rhythmic activities are related to difficulties in:

(a) interpreting written directions, (b) mastering effective teaching techniques and procedures, (c) planning enough varied and challenging learning experiences, (d) obtaining suitable phonograph records, (e) obtaining visual teaching aids, and (f) other less prevalent problems.

(3) The sources of most effective help for classroom teachers in organizing, planning, and presenting worthwhile rhythmic experiences are:

(a) in-service training projects, (b) physical education supervisors and consultants, (c) teaching guides, (d) another teacher, (e) supplementary mimeographed material, and (f) other less effective or available agencies of assistance.

Based upon the findings, it may be concluded in general that needs and problems related to the teaching of rhythmic activities in the elementary school are unique in several respects. They cannot be compared with needs and problems related to teaching reading, for instance, or social studies or arithmetic or science. Strictly speaking, rhythmic activities, like physical education, is neither a tool nor a content subject; and yet the whole personality and related behavior of the child can be significantly affected by the kinds of rhythmic experiences in which he participates.

As to the suggestions made by teachers for helping to satisfy the needs and solve the problems related to the teaching of rhythmic activities, what other subject area would call forth from teachers a plea for
"music, maestro, please!", specific directions for doing something literally "step by step", and ideas for interrelationship with another subject area within the curriculum for the mutual enhancement of both?

Needs and problems related to other areas of the elementary school curriculum may approximate those connected with the teaching of rhythmic activities in some respects, but special attention to special needs and problems is indicated for those classroom teachers who wish to do a specially effective job of teaching this special subject.

Implications. The implications which may be attached to the findings of this study have been incorporated into the section on "Recommendations" which follows. Implications drawn from the findings infer that such recommendations are in order, rather than being an end in themselves.

The implications, which lead to the recommendations, point toward the desirability of (1) including teachers in all matters relating to teachers, (2) making various sources of help effective and available, (3) insuring cooperation between teacher-training personnel and school-district personnel, (4) inspiring individuality and imagination among teachers, (5) delimiting the quantity and quality of supervisory functions, (6) encouraging teaching perspective, and (7) engaging in further research in the field of interest of this study.
Recommendations. First, as indicated by the very nature and findings of this study, teachers should be given many and continuous opportunities to participate in developing the materials and procedures which they recognize as being necessary for satisfying needs and solving problems.

It is also indicated that capable leadership, in the form of various sources of help, should be made available for teachers. Attention should be given to developing and perfecting such sources of help as well-planned practical in-service and pre-service training for teachers, capable and congenial supervisory and consultant services, and thoughtfully-planned and really useful teaching guides and other instructional materials in "black and white."

In regard to the pre-service source of help mentioned above, it is recommended that teacher-training institution personnel and school district personnel should cooperate as much as possible in planning practical and effective pre-service training programs for teachers.

It is outside the scope of this study to present an ideal classroom situation or suggest utopian ideas for improvement of instruction, since this would be impractical in its objective. It is rather the purpose of the above recommendations to suggest ways that some of the difficulties brought to light by the present study can be lessened to make the teaching of elementary school rhythmic activities more pleasant, easy, satisfying, and challenging for both teachers and children.
Teachers should be encouraged to discover and use all sorts of sources of help to magnify and improve their teaching abilities. That such "off-beat" sources are helpful to many teachers already is evidenced by comments which show that help, like happiness, is where you find it. One needs only to keep an open mind, have imagination, look around, and grasp. The findings show many unique and ingenious methods, such as "my husband," "music stores," "the children," "my daughter," "travel," employed by teachers to help themselves to find ways to improve their knowledge and teaching techniques.

The function of supervisory or consultant specialists, one of the often-mentioned sources of help, should not be to "take over", but to help teachers to do the job themselves.

It is recommended that any source of help, whether it be in-service or pre-service training, supervision, a teaching guide, or any of the other possible professional agencies of assistance, should consider it important to help teachers realize the importance of conducting a well-balanced program of rhythmic activities to insure well-rounded development of boys and girls. A well-balanced rhythmic activities program does not include only folk dancing, but also fundamental and interpretive rhythms, rhythmic dramatization, and a variety of learned and composed pattern dances, any more than a well-rounded personality does not include only social attributes, but also intellectual, physical, emotional, and aesthetic qualifications.
The present investigator feels in no position to make definite recommendations for further study. The reservoir of challenging topics has not been tapped. Suffice it to say, the pebble cast by the present study into the pool of investigation of the teaching of rhythmic activities in the elementary school has not even rippled the too-serene surface. The pool appears to be quite deep and to call for extensive submarine exploration, preferably with aqua-lung and magnifying goggles so that the very bottom can be examined minutely and unhurriedly.

A few possible areas of study, which the investigator would like to dive into or see explored by others, are:

(1) The effective interrelating of educational dance activities with other subject areas in the elementary school curriculum for mutual enhancements and enrichment of learnings;

(2) Educational dance as a communicative art, or the communication of ideas through the medium of educational dance;

(3) Pinpointing the real psycho-socio-biological influences of educational dance on the development of the whole personality of the child, or the social, intellectual, physical, emotional, and aesthetic affects of educational dance on elementary school children;

(4) How children can be helped to make educational dance experiences a joy for the teacher, or children - the greatest source of help for the classroom teacher of educational dance.
Summary of findings and related implications and recommendations.

As is shown by the accompanying table of the five most frequently mentioned needs, problems, and sources of help for teaching elementary school rhythmic activities, there is one outstanding need (phonograph records), one outstanding problem (interpreting present written directions), and one outstanding source of help (in-service training) identified by the classroom teachers participating in this study. In each case, these "top" items represent more than twice as many responses as the second item on each list.

The three-fold implication to be drawn from the outstanding nature of these "top" items may be stated as follows: The prerequisites or essentials for teaching rhythmic activities are appropriate accompaniment, definite directions, and preliminary practice. In other words, given the following supplies, materials, and training, teachers feel that they can carry on successful programs of rhythmic activities: (1) suitable phonograph recordings for accompaniment, (2) clear instructions for dances and other rhythmic activities, and (3) opportunities to actively participate in in-service training projects for familiarization with practices and materials.

The obvious recommendations, based upon the above triple implication, are: (1) appropriate phonograph recordings should be made available for teachers' use in all elementary schools; (2) clear, definite, and concise directions for rhythmic activities of various and suitable kinds should be furnished to each individual teacher; and (3) in-service training projects, of the practical workshop type, should be conducted under able leadership for all teachers who wish to participate.
TABLE IX

The Five Most Frequently Mentioned Needs, Problems, and Sources of Help Related to Teaching Elementary School Rhythmic Activities

<table>
<thead>
<tr>
<th>Teacher-Recognized Needs: (710 responses)</th>
<th>Number of Responses</th>
<th>Approximate % of Need Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Phonograph records, appropriate and readily available</td>
<td>124</td>
<td>17.1%</td>
</tr>
<tr>
<td>2. Illustrative features in instructional materials</td>
<td>55</td>
<td>7.8%</td>
</tr>
<tr>
<td>3. Progressive arrangement of learning experiences</td>
<td>47</td>
<td>6.7%</td>
</tr>
<tr>
<td>4. Teaching guide, simple and practical</td>
<td>46</td>
<td>6.5%</td>
</tr>
<tr>
<td>5. Rhythmic material related to social studies</td>
<td>41</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher-Recognized Problems: (661 responses)</th>
<th>% of Problem Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Difficulty in interpreting written directions</td>
<td>140</td>
</tr>
<tr>
<td>2. Difficulty with teaching techniques and procedures</td>
<td>68</td>
</tr>
<tr>
<td>3. Difficulty planning enough varied learning experiences</td>
<td>60</td>
</tr>
<tr>
<td>4. Difficulty obtaining phonograph records</td>
<td>53</td>
</tr>
<tr>
<td>5. Difficulty obtaining visual teaching aids</td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher-Identified Sources of Help: (933 responses)</th>
<th>% of Source Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-service training projects</td>
<td>293</td>
</tr>
<tr>
<td>2. Physical education supervisor and/or consultant</td>
<td>133</td>
</tr>
<tr>
<td>3. Teaching guide</td>
<td>115</td>
</tr>
<tr>
<td>4. Another teacher</td>
<td>109</td>
</tr>
<tr>
<td>5. Supplementary mimeographed material</td>
<td>94</td>
</tr>
</tbody>
</table>

Combined "Top Five" Needs, Problems, and Sources of Help: (2324 total written responses) | % of All Responses |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Top -five&quot; needs, problems, and sources of help</td>
<td>1431</td>
</tr>
</tbody>
</table>
Final statement. On the basis of results obtained by this investigation, and subject to its conditions and limitations, it would appear that (1) by satisfying the most common and pressing needs, (2) by helping to solve the most outstanding problems of classroom teachers, and (3) by placing emphasis upon the most effective sources of help, all of which are recognized and identified by teachers themselves, the rhythmic activities program can provide, as it is capable of doing, a wealth of valuable physical, social, intellectual, emotional, and aesthetic learning experiences, which can contribute immeasurably toward the development of a healthy personality for every elementary school girl and boy.

To terminate this report, a cumbersome but all-inclusive statement is used. It is a composite of the most frequently mentioned needs, problems, and sources of help, and as such may serve to capsule criteria proposed and summarize sentiments expressed by the teachers whose professional opinions were the basis for this study.

Given sufficiently clear instructions for many varied dances and other rhythmic activities, some of which are related to social studies, and suggestions for effective techniques and procedures organized within a practical and concise teaching guide in which the material is arranged progressively and illustrated amply; and provided with readily available appropriate phonograph records for accompaniment; and supplied with additional impetus and inspiration by way of in-service training projects, supervisory specialists, and the helping hands of fellow teachers more experienced than they, THEN classroom teachers would feel that they were able to do a good job of conducting worthwhile rhythmic activities programs for their elementary school youngsters.
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APPENDIX
APPENDIX

Item 1. Facts About the School System Furnishing the Setting for This Study

Item 2. Sample of Preliminary Questionnaire and Instructions to Evaluators

Item 3. Sample of Cover-sheet and Rhythms Questionnaire Used as the Instrument for Collecting Data for This Study

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Item 8. Letter Setting Arrangements for Conference with Graduate Project Committee, From Chairman of the Division of Education, April, 1959

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APPENDIX
Item 1

Facts About the School System Furnishing the Setting for This Study*

The West Coast school system, over 1700 elementary classroom teachers of which furnished data for this study, is exceptional in some, perhaps many, respects. It is second largest in the United States, with some 600,000 pupils and 33,000 employees. Of the 33,000 employees, 16,000 are teachers, 850 administrators, and 14,150 non-certificated personnel.

The school system attempts to operate within a budget of approximately $200,000,000.00 (two hundred million dollars). The annual per capita cost for an elementary school child is $313.75; a junior high school pupil, $428.11; a senior high school student, $485.34; and a junior college student, $467.42. Teachers' salaries range from $450.00 to $825.00 per month; and there is a single salary schedule for elementary and secondary teachers. In-service training projects, offered on a salary increment basis, are available to all teachers, as are the services of supervisors and consultants in general and special areas of instruction.

All regular teachers must hold a State teaching credential, registered with the County, and must satisfactorily serve a three-year probationary period before gaining permanent status. Non-certificated employees must pass a competitive examination before being assigned to duty.

Schools are operated on a ten-month, two-semester basis, each school month being composed of twenty school days. There are about 180 teaching days and twenty school holidays. Summer vacation extends from mid-June to mid-September.

*These facts are based on October 1958 figures.
The school system is composed of three districts: elementary, high school, and junior college. There are 395 elementary schools (kindergarten through grade 6), 94 junior and senior high schools (grades 7 through 12), and 7 junior colleges; in addition, there are 41 schools for the handicapped and for adults.

All sorts of children, including white, negro, Mexican, and oriental, with all types of socio-economic backgrounds, attend the schools.

It is 75 miles from one corner of the elementary district to the other. Climactic conditions range from temperate coastal to semi-desert valley. The elementary district alone encompasses over 700 square miles.

There are 6 elementary areas (Central, East, South, Valley-East, Valley-West, and West), averaging over 65 elementary schools each. The schools range in size from enrollments of over 2000 with a principal and vice principal, to enrollments of under 200 with one principal for two schools. School plants vary in architecture and equipment from "schools of yesterday" to "schools of tomorrow." Many schools have an auditorium and a cafeteria, or a cafeteria or all-purpose room.

All schools are well supplied with text, supplementary, and library books, expendable materials of the paper, pencil, art material type, audio-visual equipment of the motion picture projector and record player type, and physical education equipment and apparatus. Most school playgrounds are large, paved, and permanently marked for games.

Of the total enrollment of 600,000, about half of the children are in the elementary schools; and, similarly, approximately half of the 18,000 teachers are in the elementary schools.
Elementary school instruction, for grades 3, 4, 5, and 6, takes place between 9:00 A.M. and 3:00 P.M.; for primary grades the hours are somewhat shorter. Recesses and a one-hour noon period, for eating and supervised play, are included during these hours. School playgrounds are open at 8:30 A.M. and many schools have supervised after-school playgrounds until 5:00 P.M. Summer playgrounds are also conducted by the school system.

Nineteen subjects are taught in the elementary schools, 16 of which are prescribed by the Board of Education of the State Department of Education. Physical education is one of the 16 prescribed subjects, the instruction for which is given by the classroom teacher during a twenty-minute daily period. Physical education includes rhythmic activities of various kinds, which are usually taught during one of the twenty-minute periods each week. Most elementary schools present a spring dance festival as a culmination of the rhythmic activities program for parents and friends in the community.

As culminations, rather than public entertainments, spring dance festivals utilize rhythmic experiences in which the children have participated during their regular rhythm periods. Perfection is not the aim, and intensive drill and rehearsal, with resultant strain and emotional upset, are minimized; while the educational values of the occasion are accentuated. Not only does every class but every child participates in these school affairs which are educational for children and parents alike, and which also serve to remind teachers of their responsibility to prepare children to participate with ease and enjoyment in such presentations planned for the pleasure of others.
Subject for group discussion:

ACTION TO THE QUESTIONNAIRE ON RHYTHMIC ACTIVITIES IN GRADES 3, 4, 5, 6

What is the reaction of the group, individually and collectively, in regard to the following aspects of the questionnaire?

FORMAT - (Is space enough allowed for answers and additional suggestions? or Would more satisfactory responses result if more space were allowed?)

CLARITY - (Is there clearness of expression and inquiry in the text as well as the headings? or Is the wording, spacing, titling confusing to the reader?)

LENGTH - (Is it short enough to be answered conveniently? or Is it too long and involved to be answered without undue exertion?)

SIGNIFICANCE OF ITEMS - (Are topics and questions based upon real problems and basic needs? or Should more significant items be included?)

What suggestions can the group offer as to how best to solicit a prompt, reliable, and sincere reaction from the teachers who will be requested to complete the questionnaire?
RHYTHMIC ACTIVITIES IN GRADES 3, 4, 5, 6

Content of Guide

Please check in the column you believe to be the most appropriate, the importance you attach to the following phases of content for a teaching guide designed to serve your needs as teacher of rhythmic activities in your grade.

<table>
<thead>
<tr>
<th>Included in the guide should be:</th>
<th>Small Importance</th>
<th>Average Importance</th>
<th>Great Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching techniques for rhythms in general, and teaching suggestions for specific dances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plans for rhythmic activities progressively arranged for each grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detailed descriptions of basic dance steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The specific dance skills which can be expected of children at different grade levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Cue calls&quot;, for use by teacher, accompanying the directions for each dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestions for scheduling space for dancing, record player, and records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written music, at least a few measures, accompanying the dance directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagrams to clarify formation, line of direction, pattern, etc., accompanying the dance directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backgrounds for the dances (historical, traditional, geographical, cultural) accompanying the dance directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accompaniment other than records (rhythm instruments, written music, songs, etc.) suggested when suitable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhythmic activities other than folk and pattern dances (fundamental, interpretative, creative, and dramatic rhythms) suggested for each grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhythmic activities related to social studies suggested for each grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestions for planning and organizing a spring dance festival, culmination programs, and other special occasions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write in any other phases of content which you feel should be included.
Questions

1. What problems have you encountered in conducting your rhythmic activities that a new guide can assist in solving?

2. Where do you teach your rhythms?

3. What dances, or other rhythmic activities, have you found to integrate successfully with other subjects? (Please signify the subjects associated with the rhythmic activities you mention. Use back of page 1 if more space needed.)

4. Regarding the number of dances to be taught -
   a. How many new dances can a teacher be expected to present each semester?
   b. Should there be a minimum number of dances required?
   c. Should there be additional dances, of a more advanced type, to supplement the required number?

5. From what source, or sources have you received the most help in teaching rhythmic activities? (Los Angeles City guides, your physical education supervisor and/or consultant, in-service training projects, your principal, another teacher, mimeographed material, another school system (where?), your teacher training institution (college or university?), yourself, and/or other sources.)

6. Do you feel that your university training prepared you adequately for teaching elementary school rhythmic activities? If not, how could the training be improved?

7. Do you feel that Board of Education recordings should be available for the basic dances suggested in the guide for each grade?

8. Would you use phonograph recordings with recorded dance instructions preceding the music for the dance, if they were made available?

Successful Dances

Please list in order the five dances which you have found to be most successful with the children in your grade. (If you have been with your present grade only a short time, please draw upon your past experience if necessary.)

<table>
<thead>
<tr>
<th>Name of Dance</th>
<th>Grade</th>
<th>Source of Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(printed teaching guide; mimeographed in-service material; other)</td>
</tr>
</tbody>
</table>

Participation in Workshop

If you are interested in participating in an in-service training project for points, to help with the development of the new rhythmic activities teaching guide, please place an X after Item D.

J

#53

/53

District

Name

School

District

Grade
Principals of Elementary Schools
Attention: Teachers of Grades 3, 4, 5, and 6

Physical Education, Safety, and Youth Services Branch

PROJECT: NEW PHYSICAL EDUCATION TEACHING GUIDE FOR RHYTHMIC ACTIVITIES IN GRADES 3, 4, 5, and 6

Preliminary plans are being made for the development of a new physical education teaching guide for rhythmic activities in grades 3, 4, 5, and 6.

Past experience has shown that such a guide is most effective when its development is participated in by the teachers who are going to use it.

By answering the attached questionnaire, teachers in grades 3, 4, 5, and 6 will have contributed toward guiding the efforts of those directly responsible for formulating the guide. However, it is hoped that many of these teachers wish to contribute further by serving in in-service training point projects or workshops as the development of the new guide progresses. Announcements of such workshops will be made later, as it will take time to schedule them as to hour, location, grade level, problem areas, and other considerations based upon the results of the completed, returned, and tabulated questionnaires.

The questionnaires should be completed by the teachers and returned to the Principal as soon as possible so that they may be returned to this office NOT LATER THAN March 5, 1954. A group of teachers, who made a preliminary evaluation of the questionnaire, have suggested that a short discussion of the questionnaire at a group or faculty meeting, previous to individual consideration by each teacher, will clarify its purpose and expedite its completion.

It should be understood that the completion of the questionnaire is not mandatory. However, as results of such a survey are most valid when the largest possible number of individual opinions are obtained, it is hoped there will be a high percentage of response.

If additional copies of the questionnaire are needed, please notify this office at once, by calling MA 8911, Ext. 570.

With the help of teachers, in the form of individual suggestions and up participation, the proposed rhythmic activities publication can become a reality of practical guidance for all middle and upper grade teachers in the elementary schools.
RHYTHMIC ACTIVITIES IN GRADES 3, 4, 5, 6

QUESTIONNAIRE

Content of Guide

Please check in the column you believe to be the most appropriate, the importance you attach to the following phases of content for a teaching guide designed to serve your needs as the teacher of rhythmic activities in your grade.

<table>
<thead>
<tr>
<th>Included in the guide should be:</th>
<th>Small Importance</th>
<th>Average Importance</th>
<th>Great Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching techniques for rhythms in general, and teaching suggestions for specific dances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plans for rhythmic activities progressively arranged for each grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detailed descriptions of fundamental rhythms and basic dance steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific dance skills which can be expected of children at different grade levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Cue calls&quot;, for use by the teacher, accompanying the directions for the dances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestions for scheduling space for dancing, record player, and recordings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagrams to clarify formation, pattern, line of direction, etc., with the dance directions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>&quot;Cue music&quot; (a few measures) at the beginning of the directions for the dances</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Backgrounds for the dances (traditional, geographic, historic, cultural, aesthetic)</td>
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<td></td>
</tr>
<tr>
<td>Suggestions for using songs, rhythm instruments, and song records with the dances when suitable</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rhythmic activities other than folk and pattern dances (fundamental, interpretative, creative, and dramatic rhythms) suggested for each grade</td>
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</tr>
<tr>
<td>Rhythmic activities related to social studies suggested for each grade</td>
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<td></td>
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</tr>
<tr>
<td>Suggestions for planning and organizing spring dance festivals, culmination programs, and other special occasions</td>
<td></td>
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</tr>
<tr>
<td>An explanation of the place of rhythmic activities in the physical, mental, social, emotional, and spiritual development of the well-balanced child</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Write in any other phases of content which you feel should be included, and any suggestions you may have as to the form for the new guide.
Rhythmic Activities in Grades 3,4,5,6 - Questionnaire - Page 2

Questions

1. What problems have you encountered in conducting your rhythmic activities that a new guide can assist in solving?

___________________________________________________________________________

2. Where do you teach your rhythmic activities?

___________________________________________________________________________

3. What dances, or other rhythmic activities, have you found to integrate successfully with other subjects? (Please signify the subjects associated with the activities you mention. Use the back of the first page if you need more space.)

___________________________________________________________________________

4. Regarding the number of dances to be taught -
   a. How many new dances can a teacher be expected to present each semester? ____

b. Should a minimum number of dances be required?

___________________________________________________________________________

c. Should there be additional dances, of a more advanced type, to supplement the basic dances?

___________________________________________________________________________

5. From what source, or sources, have you received the most help in teaching rhythmic activities? (Los Angeles City Schools teaching guides; your Physical Education Supervisor and/or Consultant; in-service training projects; your principal; another teacher; mimeographed material; another school system (where?); your teacher-training institution (where?); yourself; other source)

___________________________________________________________________________

6. Would you like to have Board of Education recordings made available for the basic dances suggested for each grade?

___________________________________________________________________________

Choice of Dances

Please list, in order, the dances you would choose for the children in your grade. (If you have been with your present grade only a short time, please draw upon your past experience, if necessary.)

<table>
<thead>
<tr>
<th>Name of Dance</th>
<th>Grade</th>
<th>Source of Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>(teaching guide; mimeographed in-service material; other)</td>
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<td></td>
<td></td>
<td>(signature)</td>
</tr>
</tbody>
</table>

A completed questionnaire is welcome whether signed or not. If you prefer not to but wish to participate in a workshop, detach the tear-off below and send as

.................Detach Here..........................

I would like to participate in an in-service training project, point-type, to help with the development of the new teaching guide for rhythmic activities in grades 3,4,5 and 6.

By school mail to:

ETH GLIDEM, Curriculam Consultant

(signed)
## Rhythmic Activities in Grades 3, 4, 5, 6

*Questionnaire Summary*

February 1954

**Group A. Signed Questionnaires - Completed & Workshop Application Made**

<table>
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<tr>
<th>Sub-Group No.</th>
<th>Item (Question)</th>
<th>Small Importance</th>
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<th>Great Importance</th>
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# Rhythmic Activities in Grades 3, 4, 5, 6

## Questionnaire Summary

February 1954

### Group A. Signed Questionnaires - Completed & Signed (No Workshop)

<table>
<thead>
<tr>
<th>Item (Question) No.</th>
<th>Small Importance</th>
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### Rhythmic Activities in Grades 3, 4, 5, 6
#### Questionnaire Summary
February 1954

Group A. Signed Questionnaires - Completed, Signed & Workshop Slip Removed

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<tr>
<th>Sub-Group No.</th>
<th>Item No.</th>
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### Rhythmic Activities in Grades 3, 4, 5, 6
#### Questionnaire Summary
February 1954

**Group B. Unsigned Questionnaires - Workshop Slip Detached**

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<th>Sub-Group No.</th>
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<td>Item (Question)</td>
<td>Sub-Group No.</td>
<td>Average Importance</td>
<td>Great Importance</td>
<td>No. Response</td>
<td>No. of Questionnaires</td>
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<td>393</td>
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<td>5 14</td>
<td>221</td>
<td>335</td>
<td>121</td>
<td>25</td>
<td>702</td>
<td></td>
</tr>
</tbody>
</table>
Report on Results of Questionnaire
RHYTHMIC ACTIVITIES IN GRADES 3, 4, 5, and 6

Outline

I. Purpose of Questionnaire

II. Development of Questionnaire

III. Distribution of Blank Questionnaires

IV. Return of Completed Questionnaires
   A. Time Span
   B. Methods of Return
   C. Number and Percent Returned
   D. Categories as to Signed and Unsigned
      1. Completed, signed, workshop application
      2. " " " , workshop slip detached
      3. " " " , (no workshop)
      4. Completed, (no signature), workshop slip detached
      5. " " " , (no workshop)

V. Responses to Items of Questionnaire
   A. Part A - Content
      1.
      2.
      3.
      4.
      5.
      6.
      7.
      8.
      9.
      10.
      11.
      12.
      13.
      14.
B. **Additional Suggestions** as to Content and Form

C. Part B - **Questions**
1. Problems encountered in conducting rhythmic activities -
2. Where rhythmic activities are taught
3. Integration of rhythmic activities with other subjects -
4. Number of dances to be taught -
   a. Per semester? -
   b. Required minimum? -
   c. Additional dances, for enrichment? -
5. Sources of help in teaching rhythmic activities -
6. Desirability of Board of Education recordings -

D. Part C - **Choice of Dances**
1. Grade 3 -
2. Grade 4 -
3. Grade 5 -
4. Grade 6 -
5. Special Training -

E. 6. Unspecified Grade -

E. **Workshop Applications**
1. Total -
2. By Grade -
3. By District -

VI. **Follow-up**

How opinions, suggestions, and information brought out by completed questionnaires may be used in the development of the new rhythmic activities teaching guide.

Elizabeth Glidden
Curriculum Consultant
Elementary Dance Education
Physical Education, Safety and Youth Services Branch
**Recording of Raw Data from Questionnaire Items P and S**

The following pages illustrate the method of recording the raw data obtained from two questionnaire items used for the purpose of this study. These data were arranged into categories and tabulated accordingly in subsequent stages of the preparation of the material for this report. Spelling and punctuation are recorded verbatim.

<table>
<thead>
<tr>
<th>Verbatim responses to the question: (Item P)</th>
<th>Verbatim responses to the question: (Item S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problems have you encountered in conducting your rhythmic activities that a new guide can assist in solving?</td>
<td>From what source, or sources, have you received the most help in teaching rhythmic activities? (Los Angeles City Schools teaching guides; your Physical Education Supervisor and/or Consultant; in-service training projects; your principal; another teacher; mimeographed material; another school system (where?); your teacher-training institution (where?); yourself; other source)</td>
</tr>
</tbody>
</table>

**Sample Number**

<table>
<thead>
<tr>
<th>1. Directions &amp; classification of dances as to grade levels.</th>
<th>In-service training Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ?</td>
<td>minored in dance at U.C.L.A. - also in-service; I found actual participation most valuable.</td>
</tr>
<tr>
<td>3. (blank)</td>
<td>My own training in sq. dancing.</td>
</tr>
<tr>
<td>4. Insufficient records</td>
<td>L.A. City Teaching guides</td>
</tr>
<tr>
<td>5. none</td>
<td>I don't use any of the above - I draw upon my own knowledge of over 25 dances.</td>
</tr>
<tr>
<td>6. More and better records of simple square dances - Also, a description of the dance</td>
<td>I only know basic square dance calls learned from watching square dancing</td>
</tr>
<tr>
<td>7. Use of rhythm instruments with dance instructions</td>
<td>Institute meetings (in-service)</td>
</tr>
<tr>
<td>Verbatim responses to the question:</td>
<td>Verbatim responses to the question:</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>(Item P)</td>
<td>(Item S)</td>
</tr>
<tr>
<td>That problems have you encountered</td>
<td>From what source, or sources, have</td>
</tr>
<tr>
<td>in conducting your rhythmic activ-</td>
<td>you received the most help in teach-</td>
</tr>
<tr>
<td>ies that a new guide can assist</td>
<td>ing rhythmic activities?</td>
</tr>
<tr>
<td>in solving?</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It would relieve me of the ne-</td>
<td>Visits from Phys Ed Supv. (Mrs.</td>
</tr>
<tr>
<td>cessity of buying materials.</td>
<td>Raede) My Principal</td>
</tr>
<tr>
<td>9. How to have rhythms with lim-</td>
<td>U.C.L.A. classes, practice teaching,</td>
</tr>
<tr>
<td>ited space available. There are</td>
<td>observing other teachers.</td>
</tr>
<tr>
<td>few good records that can be used</td>
<td></td>
</tr>
<tr>
<td>for creative rhythms.</td>
<td></td>
</tr>
<tr>
<td>10. Lack of clear directions and</td>
<td>Principal, consultant and super-</td>
</tr>
<tr>
<td>coordination with record - some</td>
<td>visor, in-service</td>
</tr>
<tr>
<td>records and directions differ</td>
<td></td>
</tr>
<tr>
<td>11. Finding the record that coin-</td>
<td>In Service Training Projects</td>
</tr>
<tr>
<td>cides with the outlined rhythm in</td>
<td></td>
</tr>
<tr>
<td>guide</td>
<td></td>
</tr>
<tr>
<td>12. Poor diagrams &amp; explanations</td>
<td>Principal</td>
</tr>
<tr>
<td>13. Some rhythms - not clear in</td>
<td>In service training course - at</td>
</tr>
<tr>
<td>basic steps or formations</td>
<td>Hancock Park</td>
</tr>
<tr>
<td>14. Specific instructions for steps</td>
<td>Another teacher &amp; mimeographed</td>
</tr>
<tr>
<td>in more detail</td>
<td>material</td>
</tr>
<tr>
<td>15. We need a guide!!</td>
<td>in-service projects, mimeographed</td>
</tr>
<tr>
<td>16. Without the use of a phonogra-</td>
<td>material</td>
</tr>
<tr>
<td>phon on which the speed can be ad-</td>
<td></td>
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<tr>
<td>justed I have found that most re-</td>
<td></td>
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<tr>
<td>cords go to (sic) fast for the ch-</td>
<td></td>
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<tr>
<td>17. Many of our schools such as</td>
<td></td>
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<tr>
<td>ours do not have adequate facili-</td>
<td></td>
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<td>ties other than the classroom for</td>
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<tr>
<td>rhythms Any suggestions made wo-</td>
<td></td>
</tr>
<tr>
<td>uld help a great deal.</td>
<td></td>
</tr>
<tr>
<td>16. Lack of records when needed</td>
<td>Supervisor in in-service and ot-</td>
</tr>
<tr>
<td></td>
<td>her in-service; mimeo. material.</td>
</tr>
</tbody>
</table>
Verbatim responses to the question: (Item P)

What problems have you encountered in conducting your rhythmic activities that a new guide can assist in solving?

| Verbatim responses to the question: (Item S) From what source, or sources, have you received the most help in teaching rhythmic activities? |
|---|---|
| 19. Haven't taught physical education for a number of years as I exchange classes with another teacher |
| (blank) |
| 20. Dance directions and records don't always end correctly |
| in service supervisor |
| 21. (blank) |
| mimeographed material |
| 22. (blank) |
| (Underlined - Physical Education Supervisor and/or Consultant; in-service training projects) |
| 23. Why can't all dances progress in the same direction? |
| In-service training projects |
| Physical Ed. Supervisor |
| 24. Why can't all dances progress in the same direction (same as above) |
| In-service training - Supervisor |
| 25. Instructions on how to teach different dances |
| Inservice Training |
| 26. (blank) |
| #1,#2,#3 (Underlined - Los Angeles City Schools teaching guides; another teacher; your principal) |
| 27. Using all the children in the same thing |
| Another teacher & mimeographed materials |
| 28. Guide could be more handy |
| Teaching Guide & mimeographed material |
| 29. Better directions for teaching the dance steps. |
| Guide and other teacher at school |
| 30. More detailed directions for dances. |
| Demonstration meetings. (in-service) |
| 31. A need for clearer and more definite directions for all rhythm work |
| Supervisors, Teachers Institutes - In-Service Training |
Preliminary Report on Planning for Graduate Project

Elizabeth Glidden
Education 599A
Dr. A. Ewing Konold
Advisor
Preliminary Report on Plan for Graduate Project

After doing a considerable amount of independent, and somewhat random, study in order to obtain an overview of methods of educational investigation and report, I have come to the following tentative conclusions (subject to revision or complete abandonment upon advisement).

I purpose to develop a descriptive study of what 1,000 elementary school teachers want, like, prefer, practice, or have opinions about in relation to one or more of the curriculum problems listed below. The principal reason for my selection of this sort of project is that I have at my disposal 1,700 responses to a questionnaire which was comparatively recently circulated among all of the teachers of grades 3, 4, 5, and 6 in the Los Angeles City Schools.

Before presenting the list of possible problems for investigation, I wish to state briefly my understanding of what a descriptive study is, in order to rationalize my selection of this method for resolving the selected problem.

Descriptive investigations, according to Good and Scott, include "all of those studies that purport to present facts concerning the nature and status of something - a group of persons, a number of objects, a set of conditions, a class of events, a system of thought, or any other kind of phenomena which one may wish to study."

Certain studies of standards or values, those involving direct assessment rather than representing a "chain of philosophical reasoning," fall into the class of descriptive studies, and may furnish normative material of several kinds. One form of normative material represents the direct expression of many people - what they want, what they like, what they prefer. Public-opinion polls and attitude surveys are of this type. When an instrument has been developed and a supporting body of representative data has been established, the two together

be employed to secure a relatively accurate assessment of the appropriateness or desirability of some practice, condition, or specimen.

As to selecting a specific problem for my project, I have a sincere belief that it would be of interest and of value, in the light of curriculum development in the particular field involved (the rhythmic activities program in the middle and upper elementary grades), to investigate what a sample of teachers feel, like, prefer, practice, or have opinions about in regard to one (or more) of the following areas:

- Type and content of a teaching guide
- Problems encountered in conducting classes (that a teaching guide might assist in solving)
- Facilities for teaching
- Integration or correlation of subjects
- Number of specific learning experiences
  - new experiences each semester
  - minimum number of experiences
  - experiences in addition to basic learnings
- Sources of help received in teaching
- Instructional materials provided by the Board of Education
- Choice of specific experiences
- Teacher participation in curriculum development workshops

Attached hereto is a copy of the questionnaire (with cover-sheet for clarification of purpose and method), approximately 3,000 copies of which were distributed in February of 1954, to all classroom teachers of grades 3, 4, 5, and 6 and 368 regular elementary schools in Los Angeles City.
Titles for the possible studies listed above may be expanded and expressed in various ways. Examples follow.

1. **Type and content of a teaching guide**

   A Comparative Study of the Amount of Importance which Elementary Classroom Teachers Attach to Various Phases of Content for a Projected Teaching Guide in a Special Subject (Special Subject Area: Rhythmic Activities in the Middle and Upper Elementary Grades)

   An Analysis of Types of Teaching Guides for Rhythmic Activities which Classroom Teachers of Middle and Upper Elementary Grades Have Requested

   Various Content and Format Characteristics of a Teaching Guide in Rhythmic Activities Suggested by Classroom Teachers of Grades 3, 4, 5, and 6

   Inferences regarding Areas of the Rhythmic Activities Program in the Middle and Upper Elementary Grades in which Teachers Are Most Interested in Receiving Help, as Evidenced by the Content and Format of Teaching Guides They Have Requested

2. **Problems encountered in conducting classes (that a teaching guide might assist in solving)**

   An Analysis of the Types of Problems which Elementary Classroom Teachers State They Encounter in Conducting their Rhythmic Activities Programs

   Specific Problems Encountered by Elementary Classroom Teachers in Conducting their Rhythmic Activities Programs which a Teaching Guide Can Assist in Solving

   A Study of the Different Kinds of Problems Encountered by Classroom Teachers in Conducting Rhythmic Activities in Each of Grades 3, 4, 5, and 6

3. **Facilities for teaching**

   A Study of the Types of Facilities for Teaching Rhythmic Activities Available to Classroom Teachers of Middle and Upper Elementary Grades in a Rapidly Expanding Large Western City

   A Comparative Study of Outdoor and Indoor Rhythmic Activities Programs in the Middle and Upper Elementary Grades of a Large City School System

   A Comparative Study of Problems Related to the Conduct of Outdoor and Indoor Rhythmic Activities Programs
4 - Integration or correlation of subjects

A Study of Suggestions Offered by Classroom Teachers for the Successful Integration of Rhythmic Activities with Other Subjects in the Middle and Upper Elementary Grades

Rhythmic Activities - Isolated or Integrated Learning Experiences?

"And Promenade Home" - The Carry-over Potentialities of School Rhythmic Activities Experiences

Learning to Dance or Dancing to Learn?

5 - Number of specific learning experiences

A Study of the Number of Dance Experiences which Teachers Consider a Classroom Teacher Can Be Expected to Present to Boys and Girls in the Middle and Upper Elementary Grades

Question: How Much Dancing Can Children Take? Answer: How Much Can the Teacher Give? A Study of Answers Given by Classroom Teachers to the Following Questions - How many new dances can a teacher be expected to present each semester? Should a minimum number of dances be required? Should there be additional dances, of a more advanced type, to supplement the basic dances?

6 - Sources of most help received in teaching

A Comparative Study of the Sources from which Elementary Classroom Teachers Report They Receive the Most Help in Teaching a Special Subject (Rhythmic Activities in Middle and Upper Elementary Grades)

Sources Considered: Teaching Guides, Supervisors and/or Consultants, In-service Training Projects, Principals of Schools, Fellow Teachers, Mimeographed Material from District Office, Another School System, Teacher Training Institutions, Self, and other sources

An Evaluation of Teacher Statements Regarding Sources from which Most Help Is Received in Teaching a Special Subject (Special Subject Area: Rhythmic Activities, Grades 3, 4, 5, and 6)

7 - Instructional Materials (supplies) provided by the board of education

A Study of Classroom Teacher Reaction to the Suggestion that Board of Education Recordings Be Made Available for the Basic Dances in the Middle and Upper Elementary Grades
3.8 - Choice of specific experiences

A Study of Dances Suggested by Classroom Teachers for Presentation in Each of Grades 3, 4, 5, and 6

Grade Levels at which Classroom Teachers Suggest Certain Well-known Traditional Folk Dances Be Taught

3.9 - Teacher participation in curriculum development workshops

A Study of Teacher Interest in Curriculum Development, Based upon the Number, Sex, and Grade of Classroom Teachers Signing the Following Statement - "I would like to participate in an in-service training project, point-type, to help with the development of the new teaching guide for rhythmic activities in grades 3, 4, 5, and 6."

Combination of Topics - Two or more topics combined for a study

The Relationship between the Expressed Desire of Teachers to Participate in a Special Subject Curriculum Development Project and the Sources from which They State They Have Received the Most Help in Teaching the Special Subject with which the Curriculum Project Is Concerned

A Comparative Study of the Types of Problems Encountered by Classroom Teachers in Conducting Classes in Rhythmic Activities as Stated by a) Teachers Expressing a Desire to Participate in the Development of a Teaching Guide and b) Teachers Ignoring the Invitation to Participate in the Development of a Teaching Guide

A Comparative Study of the Teaching Facilities (Indoor or Outdoor) and the Problems Encountered in Conducting Classes in Rhythmic Activities in the Middle and Upper Elementary Grades
FORM FOR THE REPORT

Preliminary Pages

(Title, Acknowledgments, Contents, Tables, Figures, etc.)

Formulation and Definition of the Problem

Problem
Sources
Procedure
Related literature

Presentation and Interpretation of Data

Summary and Conclusions

Restatement of problem, sources, and procedure
Conclusions and their limitations
Application and recommendations
Needed research

Bibliography

Final Pages (if any)

(Appendix, index)
April 29, 1959

Miss Elizabeth Glidden
11912 Riverside Drive
North Hollywood, California

Mr. Kenneth Cox
1491 Pride Street
Simi, California

Dear Elizabeth and Kenneth:

I have set aside Thursday, May 14, as a time when we can sit down and hear about your report and discuss your study with you. I have been fortunate enough to get Dr. Glenn Arnett, head of the P.E. Department, and Mrs. Ruth Roche, head of the elementary area to sit with us. This should be a real interesting occasion, and I am looking forward to seeing you both at 7:30 P.M., my home, 18034 Osborne.

Sincerely,

A. Ewing Konsld
Chairman
Division of Education

AEK:eg
ABSTRACT OF GRADUATE PROJECT

TEACHER-RECOGNIZED NEEDS AND PROBLEMS ENCOUNTERED IN TEACHING ELEMENTARY SCHOOL RHYTHMIC ACTIVITIES RELATED TO POSSIBLE SOURCES OF EFFECTIVE HELP

LIZ GLIDDER

SAN FERNANDO VALLEY STATE COLLEGE
SCHOOL OF EDUCATION
Teacher-Recognized Needs and Problems Encountered in Teaching Elementary School Rhythmic Activities Related to Possible Sources of Effective Help

Participation in a variety of rhythmic experiences, as part of the health-and physical education programs and of the overall school curriculum, helps children to develop not only physically but also socially, intellecutally, emotionally, and aesthetically. Few other elementary school subjects are capable of so thoroughly affecting the whole personality of the child. Vigorous body movement, coupled with appealing musical accompaniment, stimulating companionship, and a chance to learn new skills, to put acquired skills to use, and to react creatively, make rhythmic activities the kind of learning experience which is pleasurable as well as developmentally beneficial.

In most elementary schools, the responsibility for teaching whatever rhythmic activities are to be taught at school falls to the classroom teacher. It is difficult for the average classroom teacher to be expert at providing, without help, the richest possible experiences for children in all the phases of the school curriculum.

This study is concerned with what the teachers of grades 3, 4, 5, and 6 in a large city school system recognize as the pitfalls and stumbling-blocks which hinder their progress toward making the presentation of rhythmic activities easy, worthwhile, and enjoyable for themselves and their children. By identifying their needs and defining their problems, perhaps more practical means can be devised for helping teachers to provide, and want to provide, the kind of enthusiastic and capable leadership which can make the rhythmic activities program a vital, dynamic force in the total development of boys and girls.

Nature of the problem. This study is an attempt to ascertain through investigation (1) the most common and pressing needs and problems related to the teaching of rhythmic activities by elementary school classroom teachers, and (2) the various sources from which these teachers can gain proficiency and satisfaction in providing worthwhile developmental rhythmic experiences appropriate for pre-adolescent boys and girls.

Summary of the procedure. By means of a questionnaire, designed to obtain evaluations of the existing rhythmic activities program, to elicit suggestions for improving the program, and to ascertain the sources from which most effective help may be provided, the professional judgments of over 1700 classroom teachers of the Los Angeles City Schools were surveyed. Responses to selected items of this questionnaire are used to provide data for this study: responses to Item H furnish data related to teacher-felt needs; responses to Item P furnish data related to teacher-recognized problems; and responses to Item S furnish data related to the sources from which teachers indicate they receive the most help. These needs, problems, and sources of help are all related to the teaching of rhythmic activities in the middle and upper elementary grades.
Summary of the findings. The first 1000 returned questionnaires were used as the basis for this study. This was considered an adequate sampling by the investigator, was an easy number to deal with in figuring percentages, and expedited the procedure. There were 710 written responses to Item N; 691, to Item P; and 933, to Item S.

Item N: The most pressing needs felt by teachers in conducting their rhythmic activities programs were found to be:

<table>
<thead>
<tr>
<th>Needs</th>
<th>Number of Responses</th>
<th>% of Need Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) For appropriate and available phonograph records</td>
<td>124</td>
<td>17%</td>
</tr>
<tr>
<td>2) For plentiful diagrams, pictures, charts, etc. in instructional material</td>
<td>55</td>
<td>7%</td>
</tr>
<tr>
<td>3) For arrangement of instructional material according to grade or difficulty</td>
<td>47</td>
<td>6%</td>
</tr>
<tr>
<td>4) For a simple, practical, concise teaching guide</td>
<td>46</td>
<td>6%</td>
</tr>
<tr>
<td>5) For rhythmic material related to social studies</td>
<td>41</td>
<td>5%</td>
</tr>
</tbody>
</table>

There were 35 types of needs expressed in the 710 written responses. Those listed above are the 5 most frequently mentioned.

---

Item P: The most outstanding problems recognized by teachers in conducting their rhythmic activities were found to be of 4 major kinds: problems related to (1) materials, 492 comments; (2) pupils, 70 comments; (3) facilities, 33 comments; and (4) the teacher, 32 comments. The most often mentioned problems, all having to do with materials, were:

<table>
<thead>
<tr>
<th>Problems</th>
<th>Number of Responses</th>
<th>% of Problem Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Directions or instructions for dances or steps (should be clear, detailed, specific, standard)</td>
<td>140</td>
<td>20%</td>
</tr>
<tr>
<td>2) Techniques, procedures, organization for teaching (should be specified)</td>
<td>68</td>
<td>10%</td>
</tr>
<tr>
<td>3) Additional instructional materials (should be more plentiful, varied, different)</td>
<td>60</td>
<td>9%</td>
</tr>
<tr>
<td>4) Records, music, or other accompaniment (should be suitable, available)</td>
<td>53</td>
<td>7%</td>
</tr>
<tr>
<td>5) Visual aids, films, charts, diagrams (should be furnished)</td>
<td>53</td>
<td>7%</td>
</tr>
</tbody>
</table>

There were 19 specific types of problems mentioned in the 691 written responses. Those listed above are the 5 most frequently expressed.

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Item S: The sources from which teachers indicated that they received the most help in teaching rhythmic activities were:

<table>
<thead>
<tr>
<th>Sources of Help</th>
<th>Number of Responses</th>
<th>% of Source Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) In-service training projects</td>
<td>293</td>
<td>31%</td>
</tr>
<tr>
<td>2) Physical Education Supervisor and/or Consultant</td>
<td>133</td>
<td>14%</td>
</tr>
<tr>
<td>3) Los Angeles City Schools teaching guides (old)</td>
<td>115</td>
<td>12%</td>
</tr>
<tr>
<td>4) Another teacher or teachers</td>
<td>109</td>
<td>11%</td>
</tr>
<tr>
<td>5) Mimeographed material (from district office)</td>
<td>94</td>
<td>10%</td>
</tr>
</tbody>
</table>
Some general interpretations, implications, and recommendations.

Of the many implications and related recommendations, resulting from analysis and interpretation of the findings, only a few of the most outstanding are mentioned here.

(1) Meeting needs, solving problems, and providing help by means of a teaching guide.

Four of the 5 most-frequently-mentioned needs and problems (in response to Items N and P) and 2 of the 5 most-frequently-mentioned sources of help (in response to Item S) were related to materials for improving the teaching of rhythmic activities which could be furnished by an instructional guide. There was a total of 719 separate responses of this sort, from only the "top 5" responses to Items N, P, and S, which is 31% of the total number of responses (2324) to all items.

This may be interpreted to imply that teachers believe that teaching guides are needed, can solve some of their problems, and are an important source of help in teaching rhythmic activities.

Recommendation: A teaching guide for rhythmic activities, based on teacher-indicated needs and problems, should be made available to every elementary school classroom teacher.

Note: Now that the new teaching guide, which was only an idea at the time of the questionnaire, has been cooperatively developed by the teachers who requested it and is in the hands of all teachers of grades 3, 4, 5, and 6 in the Los Angeles City Schools, it would be interesting to see how often "the new guide" would be mentioned as a valuable source of help in response to Item S on a follow-up questionnaire survey.

(2) Making the teaching of rhythmic activities more easy, satisfying and pleasurable, for teachers and children, by means of appropriate and readily available phonograph records.

Both the most-frequently-mentioned need (in response to Item N) and the fourth most-frequently-mentioned problem (in response to Item P) were directly related to phonograph records and the importance of their appropriateness and availability for the successful teaching of rhythmic activities. There were 177 responses of this nature, which is over 12% of the total number of responses related to all types of needs and problems expressed by teachers.

Suitable and sufficient phonograph records were not mentioned in response to Item S as a source of help in conducting rhythmic activities. This was probably true because the old Los Angeles City Board of Education phonograph records, which have been available on requisition for many years, were not considered by teachers to be either appropriate or of sufficiently high musical calibre to be of great help.

Recommendation: Phonograph records, found by teacher experimentation to be suitable, should be made available for the teaching of rhythmic activities.
Note: It would be interesting to see if "the new basic records" would be mentioned often as an important source of help in response to a similar question on a follow-up questionnaire, now that meticulously prepared recorded accompaniment for 4 basic dances for each of grades 3, 4, 5, and 6 have been made available to all teachers of those grades.

(3) Preparing teachers, in-service and/or in-training, to become enthusiastic and proficient in teaching rhythmic activities.

The fact that 293 teachers (31.5% of the responses to Item 5) mentioned in-service training projects as the most valuable source of help in conducting their rhythmic activities, may be interpreted to imply that this method of preparing classroom teachers to teach special subjects is both popular and successful. It might also imply that teachers realize a need for such in-service education because they have not received sufficient or suitable pre-service training. The latter implication is borne out by the fact that a comparatively small number of teachers (61 teachers, 6.5% of the responses to Item 5) mentioned their teacher training institution as being an important source of help in conducting their rhythmic activities.

Recommendations: A double recommendation seems to be indicated by the above findings. 1) Practical and effective in-service training should be available to all teachers in general, and to those who feel the need for it in particular; and 2) practical and effective pre-service training should be provided for all prospective teachers. In the latter case, teacher training institution personnel and school district personnel should cooperate in planning the practical and effective pre-service training program for teachers.

(4) Helping the teacher to plan and conduct a program of rhythmic activities that has continuity, sequence, and integration.

(a) It may be implied from the fact that many teachers mentioned a need for, or a problem in, finding rhythmic material related to social studies, that they understand the importance of attempting to integrate some of their children's rhythmic activities with learning experiences in other areas of interest.

Recommendation: Rhythmic materials related to social studies and other subjects should be developed, by and for teachers, and made available to all teachers in some practical form. (Note: The new teaching guide has a teacher-developed section of rhythms related to social studies for each grade-level, including rhythmic dramatization as well as folk dancing. It would be interesting to know if teachers still feel a need for more or different kinds of such material.)

(b) It may also be implied from the fact that many teachers felt the need for, or recognized the problem of, knowing what skills, dances and other rhythmic experiences are suitable for the children in their classes, as evidenced by their many requests for materials in a guide to be arranged progressively, by grade or according to difficulty, that they are conscious of the importance of "someone" planning learning experiences appropriate to the capabilities and capacities of average
Recommendation: (for planners of instructional materials for teachers) Materials should be developed for teachers who need it, that combine well-planned learning experiences which have continuity from grade to grade plus sequence within the grade-level plus integration with other in-school and out-of-school interests. This type of instructional material is important in bringing about favorable behavioral changes related to school learnings in all developmental areas, and to carry-over of school learnings into the current and future socio-recreational lives of the children.

Generalized conclusion. On the basis of results obtained by this investigation, and subject to its conditions and limitations, it would appear that (1) by correcting the most pressing needs and outstanding problems of teachers, and (2) by placing emphasis on the most effective sources of help, which are recognized by teachers themselves, the rhythmic activities program could provide some of the most valuable learning experiences in the entire elementary curriculum.

The findings from the "top 5" needs, problems, and sources of help most frequently mentioned by teachers may be combined into a single general statement, thus:

_Given sufficiently clear instructions for many varied dances and other rhythmic activities, some of which are related to social studies, and suggestions for effective techniques and procedures organized in a practical and concise teaching guide in which the material is arranged progressively and illustrated amply, and provided with readily available, appropriate phonograph records for accompaniment; and supplied with additional impetus and inspiration by way of in-service training projects, supervisory specialists, and the helping hands of fellow teachers more experienced than they - then classroom teachers would feel that they would be able to do a good job of conducting worthwhile rhythmic activities programs for their elementary school girls and boys._

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A word about further study: The "it-would-be-interesting" statements, in the above section on general interrelations, implications, and recommendations, may be construed to indicate possibilities for further study, especially by the present investigator. There has been no opportunity to conduct a follow-up survey since the new materials, mentioned above, were provided for the teachers.