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AN EVALUATION OF THE SOCIAL DANCE PROGRAM
AT THE BOX ELDER JUNIOR DIVISION

by

Howard Dale Rasmussen

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Physical Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1956

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Howard Dale Rasmussen

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INTRODUCTION

Social dancing has for many years occupied a position of prominence in the physical education curriculum at the Box Elder Junior Division. It has maintained this position because of the recognized necessity to help students of the junior high age overcome a social barrier which is quite pronounced.

Irwin suggests:

It is now generally accepted that the social development of pupils is an important part of general education. Desirable social relationships are extremely important in all phases of school life as well as in adult life . . . Social dancing should be stressed for boys and girls because of its social value in adult life (7, p. 45).

The dancing program puts the boys and girls together in a situation designed to help them accept each other and feel more comfortable in each other's company.

Modern education has accepted the social dance as one of the integral parts of life today (12).

The social dance curriculum as now being followed, along with the philosophy, aims, and desired outcomes, has been established by the physical education teachers, with the approval of the school principal, to meet the requirements as set forth in the Utah State Course of Study. Student, parent, and total faculty thinking has not been included. It is believed that the thinking of these groups should be considered.

Statement of problem

It is the desire of the writer to help create in the parents, faculty, and administration a better understanding of the dance program.

It is the purpose of this study to evaluate the social dance program at the Box Elder Junior Division. To achieve this purpose the following sub-problems must be explored and studied:

1. Sample student, parent, and faculty opinions, desires, and needs in relation to the dance program and its related areas.
2. To determine the current status of the dance program as now being conducted.
3. To determine how well the program is meeting the needs and desires and contributing to desired outcomes of the groups being surveyed.
4. To make recommendations for the present program in light of the findings brought out by the study.

Scope

The boys and girls in the Box Elder Junior Division physical education classes of 1954-55, their parents, faculty members and administrators will be included and make contributions to this study.

Method of procedure

The proposed study was first of all discussed with the principal of the Box Elder Junior Division. After receiving his permission, it was introduced to the faculty members. All felt it would be satisfactory and that some value could come from the results.

After consultation with my thesis director, and after a thorough examination of literature in the field, questionnaires were formulated. One questionnaire was constructed for the students to be used in the study, another for the parents. The parent questionnaire was also given to the faculty members. These were next sent to ten teachers in

the Region I area for evaluation. The revised questionnaires were once again submitted to my thesis director and the final copies formulated.

The boys' and girls' physical education classes then met together. The questionnaire was explained to them and they filled it out under the direction of the girls' physical education instructor and the writer. Names were not signed to the papers so that the students would feel free in giving their answers. They were, however, cautioned that they must be fair and truthful in their answers if the study was to be of any value.

The following week the students were asked to take the parent questionnaire home. Most of these were returned immediately. The response and cooperation of the parents were very good.

Faculty questionnaires were presented in faculty meeting. In all cases it was requested that no names be given.

The questionnaires were then carefully checked and tabulated by the writer.

A copy of the questionnaires and of the letter of explanation and objectives of the dance program appears in the appendix of this paper.

Definition of terms

1. Social dance. Social dance and ballroom dance are interchangeable terms. These terms mean (1) steps and rhythms that facilitate general exchange of partners, and (2) dancing on floor space occupied by many couples (1, p. 277).

2. Box Elder Junior Division. In this study, the Box Elder Junior Division is composed of the seventh and eighth grades. The seventh through twelfth grades are housed in the same building but are

separated into junior and senior divisions. The divisions have distinct parts of the building as their school and are separated as much as possible.

3. Night dances. The dances at the Box Elder Junior Division have, in the main, been night dances. These dances have been limited to approximately two hours, with 7:30 p.m. or 8:00 p.m. the usual time for starting.

4. Matinee dances. The dances during school hours, usually in the afternoon. All students are required to be in attendance.

5. Mixers and round dances. In this study, these terms are one and the same. They refer to dances with a definite routine where all participate as a unit and change partners frequently. These are used either to add variety or to help bring the students on the floor and give them an opportunity to dance with several partners.

6. Tag or clap dances. A method of bringing students from the sidelines into participation on the floor.

7. Cross-dating. In this study, cross dating refers to a junior division student dating with a senior division student.

8. Sixth Grade Reception. A program and dance held in the spring to honor those graduating from the grade schools who will enroll in the Box Elder Junior Division in the fall.

9. Co-recreational activities. In this study, co-recreational activities has reference to any type of activity that boys and girls can participate in together on nearly even terms.

10. Dancing parties. This term refers to the dances held throughout the year on or near given holidays. Included in these dances are refreshments, prizes, and decorations.

REVIEW OF LITERATURE

As nearly as the writer has been able to determine, there has been very little related research done in this area that is current. Most books dealing with the social dance area were either very old or approached the subject primarily from a standpoint of dance instruction in specific steps and dance routines.

Current magazine articles proved to be of the greatest value. Several were located that discussed many of the phases this study will investigate.

Alma Heaton used ballroom dancing as the field for a study dealing primarily with techniques and methods of instruction. The study was entitled, "A Survey of the Teaching of Ballroom Dancing." Information from this survey will be used in this study in the section dealing with evaluative criteria.

The M.I.A. Dance Handbook presents a good discussion on the values of a social dance program, as well as a brief description.

Our dance program provides opportunity for abundant social contact, for appreciation and practice of rhythmic movement for fun and relaxation, and for the development of poise and true culture.

Social dancing combines the two great drives of youth, rhythm and social attractions, two great drives which adults often forget when they try to submerge or sidetrack young people's natural expression of them in dancing.

Youth turns to dance for romance and adventure. The romance of rhythm and lights and movement and gaiety; the adventure and excitement of seeing new faces and making new friends. We believe it to be a normal, natural expression of a fundamental instinct, and that it offers great possibilities for the development of grace, refinement, good manners, poise, fine fellowship and wholesome social contacts (13, p. 6).

Gregariousness has long been recognized by psychologists as one of the dominant characteristics of the junior high age (17, p. 113).

Combination of rhythm and movement is a primitive delight natural to every child and too long forgotten by most adults (8, p. 52).

From an article in *HYGIEIA* magazine, we find the importance of a ballroom dancing program discussed through the therapeutic values it possesses.

In the critical adolescent years, ballroom dancing classes provide a good way to bring boys and girls together socially. At the approach of adolescence, when mutual sex attraction makes a boy-girl relationship desirable and inevitable, a dancing class provides the stimulus and the technic for making that adjustment naturally and happily.

Encourage children to dance, and in those critical years of twelve to fifteen, enroll them in a ballroom class where they can find a happy, successful outlet for a natural desire to participate in a social, boy-girl relationship (16, p. 675).

Dancing provides an opportunity for a more complete physical and mental relaxation than any other activity in which we engage (2, p. v in the Forward).

Commenting further on the justification, or need, of including social dance in the educational program, Williams, in Principals of Education, states:

Social dance must be conducted to preserve the best standards of society.

Boys and girls go elsewhere if the school doesn't teach dancing - to a less wholesome situation.

Young people are not to be shut up in a box, if they are not helped to appreciate and enjoy romantic things in a fine way, they will carry on their love making in a primitive fashion according to their instincts (18, p. 236).

Marsh (12) continues to develop this theme by suggesting that the young people will dance, and if schools frown on it, or fail to keep up to the times, there will always be the questionable dance halls, etc.,

that will offer accommodations and facilities to the young people for this activity.

Marsh (12) further suggests a slightly different time for the introduction of dancing. She feels the best place to introduce social dancing is during the pre-adolescent period. She suggests that at this age the neuro-muscular development is capable of adjusting to the requirements of the dance and that the boys and girls will find themselves ready to take part. She further states that self consciousness and awkwardness during adolescence make that a bad time to begin the teaching of social dance.

She tells us that social dance bases its claim on a place in the educational program first and foremostly on the fact that it is, always has been, and probably always will be a part of life (12, p. 14).

Hostetler (4) suggests that dancing has a definite contribution for both the participants and observers. He feels that it is enjoyed mainly for its intrinsic pleasure by the participant, and an aesthetic value for the observer.

Hussey conducted a social dance study in Detroit using 200 twelfth graders. They liked ballroom dancing because:

1. It is practical for use after school.
2. It widens circles of friends and helps us to get along with others.
3. It is an ice breaker at parties.

These students also gave dance credit for:

1. Producing better understanding among racial, religious and nationality groups.
2. For contributing to healthy and sound relationships between boys and girls.
3. Helping in providing pleasurable leisure time activities (6, p. 444).

It is taken for granted that the concomitants of improved mental and emotional health, motor coordination, endurance, poise, and skill also accrue from a good program (6, p. 444).

Hussey, in another article dealing with grades one through eight, asked some questions of children concerning the dance program. The questions and summarized answers follow:

1. What are the dance activities which you enjoy most or remember as being particularly pleasant?
2. What are the dance activities which you have not enjoyed?
3. What did some teachers do that caused you to like to dance?
4. What made some dance lessons dull and uninteresting and caused you to dislike dance?

I like

I like to do good peppy things to good peppy music.
 I like square and barn dances.
 I like social dancing but not just to do the box waltz and fox trot all the time.
 In social dancing I like the music varied and not the same old pieces all the time.
 I like dances or steps that we can catch on to fast and be able to do them.
 I like novelty dances.
 I like, and we all like, free dance periods for making up things and having a chance to do them.
 I like to have a chance to work out the steps myself.

I don't like

I don't like things too hard nor yet too easy.
 I don't like repeating the same old thing that we learned the year before.
 I don't like dull stale music.
 I don't like things that have to be explained too much.
 I don't like dances that make me feel silly.
 I don't like getting too many new things all at once.

Generalizations

1. Seventh and eighth grade is a good level in which to start social dancing.
2. They like to continue with their square and country dances.
3. They like activities which are comfortably performed within a short period of time.

4. They like to do the current novelty dances that are popular at the specific time.
5. They like dance periods in which no actual teaching takes place but where time is provided to perfect what they already have been taught and to try steps of their own (5, p. 15).

PRESENTATION OF DATA

In analyzing the data, three primary areas will be presented. One will show the thinking and desires of the students themselves, another the parents, and the third will be concerned with faculty and administration. Comparisons will be drawn among the various groups and evaluated against suggested standards taken from authorities in the field.

From the standpoint of numbers in attendance and participation during the evening, the Box Elder Junior Division dances have been very successful in the past. There is, however, always room for considerable improvement. Just how well the program is meeting the needs of the students is questionable. With this thought in mind, the study was undertaken.

Questionnaires were presented to 339 students. These were filled out during class and all were returned. Students absent from school on that day were not included in the study. Parent questionnaires were taken home by these same students, and of the 339 sent, 235 were returned. The faculty responded by returning seven out of twelve. The writer feels that faculty participation would have been better if the questionnaires had not been given out near the end of school when reports, final tests, and checking out of school were in progress.

Evaluative criteria

The writer found the evaluative criteria as established by experts in the field to be rather limited and often presented in the form of generalizations.

In terms of objectives for the social dance program, Marsh (12) suggests that each individual boy and girl should be helped to find his or her place in the group in terms of his or her own capacity. She presents as educational aims:

- I. The development of social character and personality in students.
 1. Good posture in sitting, walking and dancing.
 2. Social adjustment through courtesy, kindness, etc.
- II. Mastery of the best forms of social dance.

The objectives of the social program cluster around two major aims-- one, the establishing of emotional security for the individual; and, the other, the development of wholesome interpersonal and intergroup relations (12, p. 115).

Place in the program

The tables and analysis of data to follow will present the findings of the study.

Table 1. Number of faculty, parents, and students for and against social dance instruction in the Box Elder Junior Division

Ratings given by	Yes	Percent	No	Percent
Faculty	7		0	
Parents	242		2	
8th girls	80		7	
8th boys	72		11	
7th girls	65		4	
7th boys	72		18	
Total	538	93	42	7

Table 1 indicates all groups surveyed were overwhelmingly in favor of social dance instruction being given in junior high school. This response is to be expected from faculty and parents. However, it is gratifying to find the students in such complete support of the dancing

program. Student answers to this question, along with their cooperation and participation in the program throughout the year, clearly indicate they appreciate the opportunity to learn this recreational skill.

It is apparent the girls are more enthusiastic about the dance program than are the boys. Several factors could contribute to this. The earlier maturing of the girls is emphasized when in a dance situation. It is difficult for the boys to accept the fact that the girls are physically larger in most cases. This early maturing of the girls makes them ready for the boy-girl relationship at an age when the boys are still more interested in their associations with their own sex. The dance program is a fine way to bring about this relationship, and as a result, the girls are more intently interested.

The student questionnaire also asked for an opinion on the importance of this program for students. The answers were even more definitely affirmative here. The students felt it was important in 306 cases with only twenty-seven answering in the negative.

One of the two parents against this program felt the instruction should not come until high school. The other did not comment.

The group of students that felt dancing should not be given in the junior high school were rather divided in their opinions as to the proper time, if any, for this instruction to be given. Twenty-three boys and girls indicated high school as the time to begin social dancing. Ten felt it should not be included in the school curriculum at all.

It is much easier for a child to learn to dance and to adjust to a group of mixed sexes before adolescent conflicts and emotional problems

are established. Ordinarily a child of 11 or 12 is ready for a beginner's course in dancing (16, p. 675).

The normal child, if there is such a thing, is simply not ready for dancing school until he is 13 or 14. From 13 to 18 he can learn to dance more quickly than ever before or ever again (14, p. 253).

Marsh (12) believes that instruction should first start in the fifth or sixth grade and continue on through high school. The teaching of etiquette, party techniques and morals should be an integral part of the procedure.

Table 2. The frequency of meeting for social dance classwork according to expressed opinions of parents and faculty members

Ratings given by	Daily	Once a week	Twice a week	Once every two weeks	Three times a week
Faculty	0	7	0	0	0
Parents	0	178	28	20	3
Total	0	185	28	20	3

Table 2 supports rather conclusively the recommendations from the Utah State Course of Study (15). It recommends that the boys' and girls' classes meet for one period each week during the winter months for the purpose of co-recreation and social dancing.

The faculty members, after having an opportunity to watch the present program in operation, were in complete agreement that it should continue on the same basis as it now is. The response of the parents indicated support of a rather intensive instructional program.

In support of table 2, parents and faculty were asked how many hours should be taken from the approximately 180 total physical education hours for dance instruction. Opinions on this question varied

considerably. Faculty members indicated from 15 to 36 hours, while parents' opinions varied from 7 to 180 hours. The writer feels that the extreme cases resulted from a misunderstanding of the question. Of the 175 parents responding to this question, 145 listed from 18 to 60 hours with just 25 falling in either the extreme high or low hours.

The program as now conducted at the Box Elder Junior Division begins with dance instruction preceding the first school dance. This dance is held on Halloween. Each Tuesday is then devoted to social dance instruction until the last school dance held in April. The actual hours devoted to this program then would be near 30 per school year. In the parents' responses, 53 percent listed from 25 to 36 hours as the desirable length of time to devote to dance instruction. The majority of parents' opinions agree with the program as it is and as the State Course of Study has recommended it should be.

Irwin (7), in Curriculum in Health and Physical Education, suggests that seventh- and eighth-grade boys should have 5 percent of their total physical education program devoted to dance, while the girls should participate in this activity 30 percent of the time. In both cases, 5 percent should then cover social dance, The other 25 percent for the girls would, of course, be in dance activities specifically for girls.

In another study conducted by LaPorte (11), we find 4 weeks per year recommended for the boys and 6 weeks for the girls.

Table 3 shows the response to a question dealing with what should actually be included in the social dance instructional program. The

Table 3. Desired content of the social dance instructional program

Ratings given by	Waltz	Fox Trot	Mixers	Square Dance	Two Step	Jitterbug	Folk Dances	Polka	Dance Walk	Mambo	Rhumba	Schottische	Tango	Sambo
8th girls	72	57	55	42	38	71	36	32	30	32	33	12	31	30
8th boys	68	51	30	23	36	54	16	24	17	36	23	15	26	24
7th girls	58	50	49	39	46	56	31	31	20	24	19	16	21	19
7th boys	77	53	54	45	51	65	40	38	19	32	30	23	27	25
Student total	275	211	188	149	171	246	123	125	86	124	105	66	105	98
Faculty	7	6	7	6	7	4	4	4	5	2	3	4	3	2
Parents	223	176	185	204	148	67	123	94	88	38	43	78	46	35
Grand Total	505	393	380	359	326	317	250	223	179	164	151	148	144	135

different dances, or group of dances that would fall under a general heading, were listed and those responding asked to check the dances they felt would be important to this program. The table shows both a total for the students and a grand total for all surveyed. This was done so that total student opinion could be compared with parents' opinion. The dances are listed according to the order of importance afforded them by the total survey group. It is interesting to note the overwhelming agreement on the waltz being ranked first by all groups. This is quite understandable from several standpoints:

1. The waltz is used as a basic step in the grade-school dance program. Therefore, the students no doubt are well acquainted with it and feel comfortable and at ease doing it, once again showing the enjoying of doing things we do well.

2. The waltz is also a basic step in the junior division dance program. Along with the basic waltz step, many variations are given and routines worked out. The students are also given an opportunity to develop their own routines after satisfactorily mastering the basic steps.

3. Parents view the waltz from the standpoint of the importance it has played in their dance experiences.

4. The waltz presents a picture of grace, rhythm and beauty.

The fox trot and mixers, next in order, along with the waltz, comprise the core of the Box Elder Junior Division dance program. The basic fox trot, with its variations, gives the students an opportunity to improvise and make up their own routines. Mixers play an important role, also. They are used for variety, a means of teaching and stressing certain dance steps, and as a means of changing partners orderly and frequently. They are also valuable as a means of bringing students onto the floor at school dancing parties.

The writer finds it gratifying that the dances taught most thoroughly are still favorably ranked by the students.

Very little has been done with square dancing at the junior division. This is due, primarily, to the expressed desire of the students. Square dancing is used a great deal in the grade schools from which the Box Elder Junior Division draws its students. This activity is taught from first grade on through the sixth to the degree that many of the students become tired of it. Table 4 shows that the parents are converted to square dancing, but that the students rank it down in the middle of their list just preceding some of the dances they know very little about.

An interesting, and very significant, comparison is drawn between student and parent desires on the jitterbug style of dancing. The students enjoy the variations that a conservative type of jitterbug presents. Parents, on the other hand, not being familiar with it, regard it as a more or less vulgar, exhibitionist type of dance. The

other dances are not too familiar to either students or parents, and as a result, were rated low.

The Utah State Course of Study recommends the following for seventh and eighth grades:

Minimum program	7	8
1. Dance walk	x	x
2. Two step: forward, backward, sideward	x	x
3. Two step box	x	x
4. Two step box turn ($\frac{1}{2}$ and $\frac{1}{4}$)	x	x
5. Waltz step: forward, backward	x	x
6. Waltz box	x	x
7. Waltz box turn	x	x
8. Hesitation to waltz time	x	x
9. Fox trot and waltz combinations	x	x
10. Closed position and open position whenever possible	x	x
11. Cowboy or square	x	x
Average program		
12. Grapevine to waltz and fox trot time		x
13. Canter to waltz time		x
14. Social dance mixers	x	x
15. Right and left reverse positions	x	x

(15, p. 28).

Table 4. Comparison of student and parent preference as to the type of dances that should be included in the dance program

Types of dances	Ratings		
	Student	Parent	Combined
Waltz	1	1	2
Fox trot	3	4	7
Mixers	4	3	7
Square dance	6	2	8
Two step	5	5	10
Jitterbug	2	10	12
Polka	7	7	14
Folk dance	9	6	15
Dance walk	13	8	21
Mambo	8	13	21
Rhumba	10	12	22
Tango	11	11	22
Schottische	14	9	23
Samba	12	14	26

Table 4 ranks the dances in importance as indicated by parents and students. The dances are listed in the order of rating given them by all groups combined. The only large difference of opinion is on the jitterbug. The explanation of table 3 expresses the writer's views on the reason for this difference.

Party planning and conduct

Table 5. Desirability of school sponsored social dancing parties as rated by students, parents, and teachers

Ratings given by	Schools should sponsor dances	%	Schools should not sponsor dances	%
8th girls	86		0	
8th boys	82		11	
7th girls	67		1	
7th boys	85		3	
Student total	320	96	15	4
Faculty	7		0	
Parents	229	99	2	1
Grand total	556		17	

Table 5 indicates the importance, in the thinking of all groups, of school sponsored social dance parties. The student response is indicative of the support they give through their attendance at these functions. The writer is convinced that the instructional phase would suffer without the stimulation given by dancing parties. The girls, with one exception, are in complete agreement that these parties should be held and that they are an important part of the dance program. Parents and faculty, with two exceptions, are in agreement that these parties should be carried on.

An article in Parents' Magazine (9) supports the above findings by agreeing that parties for the whole class are desirable at the junior-high age, but these should be planned carefully.

Table 6. Indications of the most desirable time of day for junior division dancing parties

Ratings given by	Night	%	Afternoon	%	Some of both	%
8th girls	34		0		53	
8th boys	54		3		25	
7th girls	33		0		36	
7th boys	52		3		32	
Student total	173		6		146	
Faculty	3		0		4	
Parents	43		14		175	
Grand total	219	39	20	3	325	58

Table 6 presents information on one of the most undecided topics in connection with junior division dancing parties. Opinions and practices vary with every school. Many advocate there should be nothing but afternoon, or matinee, dances for children of the junior high age. Others contend that night dances are important to aid these young people in learning proper procedures of etiquette in connection with dancing.

The above table indicates that student and parent opinions are slightly conflicting. One hundred seventy-three students favor night dances, six afternoon dances, and 146 some of both. They definitely are not in favor of all dances being in the afternoon. They do, however, recognize that there is merit in having some afternoon dances and some night dances.

The boys, both seventh and eighth, are partial to night dances, while the girls vote more heavily in favor of some of both. No doubt dating influences the girls' choice in this matter. The indication is that they would feel more free in coming to a matinee party without a date than they would to a night dance. They do, however, favor a night dance in some cases.

Parents indicate they would like to see their children experience both afternoon and evening dances. They do not favor either all afternoon dances nor all evening.

Table 7. Desired beginning and closing times for junior division dancing parties if held at night

Ratings given by	7 to 9	8 to 10	9 to 11	7 to 10	8 to 11	9 to 12
8th girls	5	28	1	11	33	8
8th boys	2	9	4	21	30	15
7th girls	10	20	1	16	13	4
7th boys	13	30	2	18	13	6
Student total	30	87	8	66	99	33
Faculty	1	5	0	1	0	0
Parents	5	110	2	14	12	1
Grand total	36	202	10	81	101	34

Table 7 shows the beginning and closing times suggested for dancing parties held at night. In the past the dancing parties have been held from 8 to 10. It is significant to note that 202 favored this time. One hundred one favored a 3-hour dance, from 8 until 11. The students followed much the same pattern, with 87 favoring the 8 to 10 time schedule and 99 indicating a preference for a longer dance from 8 to 11. Faculty members are definitely in favor of continuing on with a 2-hour dance running from 8 to 10.

The parents favored 2-hour dances over those of 3-hour duration by a very slight margin, 248 to 216. The difference is not great enough to be particularly significant. Students preferred the 3-hour dances by a margin of 198 to 125. It is interesting to the writer to note that very few students wish to have parties go until midnight. Of the 323 expressing themselves, only 33 felt the dances should continue until that hour.

Table 8. Number of dancing parties to be held each school year

Ratings given by	4 or less	5	6	7	8	9	10	11 or more
8th girls	1	4	21	8	17	11	12	5
8th boys	1	1	12	9	10	5	28	10
7th girls	1	8	21	8	11	5	7	1
7th boys	3	7	27	11	15	3	14	2
Student total	6	20	81	36	53	24	61	18
Faculty	1	1	5	0	0	0	0	0
Parents	23	6	97	7	24	6	5	7
Grand total	30	27	195	43	77	30	66	25

Table 8 shows a great variety of opinions on the number of dances that should be held during the school year. Once again tradition, or past practices, gain the greatest number of supporters. Eighty-one students and 195 parents supported the six-dance practice currently being used. Sixty-four percent of the students indicated they would like more than six dances, while 8.5 percent felt there should be less than six. Forty-nine percent of the parents would like to see more dances, while 11.5 percent felt fewer dances would be in order. Indications are that the majority of the parents and students are sympathetic with the present program and would support an enlarged program.

Table 9. The type of dancing to be included at the social dance parties

Ratings given by	Social dancing only	Mixers and rounds only	Some of both
8th girls	30	0	52
8th boys	43	4	36
7th girls	15	1	50
7th boys	27	3	55
Student total	115	8	193
Faculty	1	0	6
Parents	8	2	225
Grand total	124	10	424

Table 9 indicates a definite preference, by all groups surveyed, to the parties having both free social dancing and some mixers and round

dances, the one exception being the eighth-grade boys favoring slightly the free social dancing situation. The girls are strongly in favor of both types. This indicates the girls welcome mixers to give them an opportunity to participate without having to depend on being asked to dance. Parents were almost unanimous in their choice of the combination. Faculty members, after observing many dances, also felt the mixers and rounds are necessary and advisable.

Social dancing only was supported much more by the eighth-grade students than by the seventh.

Table 10. Preference of music for the social dance parties

Ratings given by	Orchestra	%	Records	%	Some of both	%
8th girls	49		0		38	
8th boys	58		4		21	
7th girls	41		2		26	
7th boys	62		3		25	
Student total	210	64	9	3	110	33
Faculty	1		0		6	
Parents	64	27	5	3	165	70
Grand total	275		14		281	

Table 10 is concerned with the medium through which music should be furnished for the dances. Both orchestras and records have been used. As the table indicated, the students preferred the orchestra. They did, however, recognize the possibilities of records for some dances. The orchestra does help create an atmosphere the students enjoy in preference to the records they dance to during their instructional periods.

The parents, being more practical, voted heavily in favor of using both. Faculty members also felt this arrangement to be the most satisfactory.

Personal observation of the students at school dances has shown they participate much better when the music is furnished by an orchestra. The connection of records and supervised instructional periods makes this means of dance music less popular with the students.

Frequency of changing partners

One of the very important lessons to be taught junior division students in their dance program is the desirability of changing partners often, and dancing with many. It is a natural tendency for groups to stay by themselves and thus dance with very few partners. They tend to repeat this process at other dances. This not only limits friendships, but also deprives the student of the challenge of learning how to dance with many different types of dancers. Parent teacher conferences have been of considerable value in finding out the feelings of parents in regard to this issue. Many have expressed the desire that their children get along well with others, above all else, as an outcome of dancing. They are anxious to know if they are willing, not only to participate, but to associate and dance with many.

It is very difficult to determine just how well the students do change partners at school dances. To insure some changing, mixers, tag dances, prize dances, etc., are used at intervals during the evening.

When asked if they felt that dancing with very few partners was a problem, 167 parents answered yes and 49 no. Some parents did not offer an opinion because they have not attended the dances and made personal observations. Of the six dances, most parents attend the Junior Division Prom and the Sixth Grade Reception. Both dances come in the spring and the students date more for them than the other dances.

Personal observation has shown that the dating couples change partners less frequently than students without dates. The parents, therefore, no doubt do not get a true picture of the frequency of changing partners.

Table 11. Student opinion on frequency of changing partners

Ratings given by	One partner per evening		Very few partners	
	Yes	No	Yes	No
8th girls	11	74	22	61
8th boys	13	63	42	37
7th girls	10	59	13	54
7th boys	4	84	26	61
Total	38	280	103	213

Table 11 shows the very definite opinions of the students in connection with the frequency of changing partners during a dancing party. When asked if they approved of dancing with just one partner for the entire evening, 280 answered no and just 38 yes. All groups were quite uniform in their opinions. There was no particular significance between the expressed opinions of the boys and girls on this issue. Each group was uniformly in agreement that they did not wish to devote the entire evening to one partner. When asked if they approved of dancing with very few partners, they were still definitely in agreement against such a practice, 213 answered no and 103 yes. It is interesting to note that the eighth-grade boys voted strongly against one partner, 13 yes and 63 no, but were about evenly divided on a very few partners, 43 yes and 37 no.

Heaton's study (3) revealed that, even among college students, the instructors favored frequent change of partners, 72 for and one against.

Table 12. Number of partners danced with

Ratings given by	0	1	2	3	4	5	6	7	8	9	10 or more
8th girls	1	1	4	3	3	2	7	6	1	4	46
8th boys	0	3	3	2	5	9	1	6	10	1	28
7th girls	0	3	1	3	2	3	5	7	3	1	30
7th boys	1	0	1	5	5	9	10	5	8	1	43
Total	2	7	9	13	15	23	23	24	22	7	147

Table 12 reveals the average number of partners the students dance with at each dancing party. This table should give an indication of how nearly correct the parents are in saying that dancing with a very few partners is a problem existing at the junior division dances. The writer recognizes that the students may not be too accurate in their numbers. However, the table should still give an indication of the trend.

The most significant indication is that more students, 147, dance with ten or more partners than do with less than ten, 143. The chart shows that each student dances with an average of nine or ten partners each dancing party. It will be noticed that the eighth-grade girls had the largest number dancing with ten or more partners with 46. Seventh-grade boys were next with 43, followed by seventh-grade girls with 30. The eighth-grade boys danced with the fewest partners which agreed with their opinions in table 11 regarding the number of partners they felt acceptable.

Table 13. Techniques to use in getting students to change partners frequently

Ratings given by	Mixers	Marches	Tag dances	Boy or girl choice	Programs	Prizes
Faculty	3	0	3	3	0	1
Parents	127	55	105	107	7	39
Total	130	55	108	110	7	40

The parents and faculty members were asked what they felt would be the best way, or ways, to get students to change partners more often. They were not asked to pick just one, but to mark any of the methods they felt would be good. As will be noticed, the parents felt that mixers would be the method most effective. Boy's or girl's choice ranked next, and tag dances followed very closely. Marches and prizes drew some support, but were not as popular with the parents as those first listed. Filling out of programs was practically overlooked because of the tendency to stimulate dating when this method is used.

All of the above methods have been used at junior division dances and, in general, have been well received by the students. The most successful, however, has been the use of prizes. Very inexpensive prizes, such as candy, are drawn for at intervals throughout the dance. The students do not know when the drawing will take place and are told they must be dancing to be eligible to win.

Some fine suggestions were made by the parents. One suggested that enforcing a policy of no dating would stimulate more changing of partners. Another felt an educative process to the advantages and disadvantages should be followed. This is done, of course, as part of the class instruction at the present time. The impractical, and very formalized, policy of having the students march around the hall after each dance and take the partner with whom they find themselves paired was also advanced by one parent.

Dating

Table 14 is concerned with the opinions and feelings of the groups surveyed in connection with for what group, or groups, the dances have been planned.

Table 14. The group, or groups, for whom the social dance parties are planned

Ratings given by	Date	No date	Both
8th girls	7	2	77
8th boys	4	5	75
7th girls	7	2	60
7th boys	8	6	76
Student total	26	15	288
Faculty	0	0	7
Parents	4	7	202
Grand total	30	22	497

The question of dating at the junior division age has always been a difficult issue with which to deal. It is, therefore, essential that students and parents be consulted and their opinions considered in the formulation of a policy to be followed.

The Box Elder Junior Division has always followed the policy of letting the students come to the dances as they wish. Pre-party advertising has made it known they would be welcome either with a date or without one. The writer felt that the formulation of a policy must first of all consider how successful the survey groups feel the dances had been following this procedure. The above table shows clearly that all groups concerned felt the dances had been successfully sponsored and followed the date or no date plan.

Table 15. The group, or groups, for which social dance parties should be planned

Ratings given by	Date	No date	Either
8th girls	2	3	72
8th boys	3	6	75
7th girls	6	6	57
7th boys	8	3	78
Student total	19	18	292
Faculty	0	0	7
Parents	1	40	183
Grand total	20	58	482

Table 15 brings out the opinions of the survey groups as to how the dances should be planned. After finding in table 14 that the majority was in sympathy with the program as it is now conducted, the above table merely gives added support. Note how nearly alike the two tables are. Some parents have been very vigorous in expressing the desire for making all dances strictly no date. The above table, however, shows that all groups were strongly in favor of the dances being either date or no date. It is interesting to note that only 19 students felt the dances should be exclusively date and only 18 no date.

The question was also asked of the parents and faculty if it should be left up to the students to come with, or without, a date as they desired. The faculty said yes unanimously, while 183 parents said yes and 38 no.

Table 16. The expressed opinions of the survey group in relation to the proper grade level for dating to begin

Ratings given by	Grades								
	4	5	6	7	8	9	10	11	12
8th girls	0	3	11	28	16	14	2	2	3
8th boys	5	3	22	19	13	5	1	2	5
7th girls	0	1	19	31	8	5	2	0	1
7th boys	0	5	40	19	5	14	4	0	1
Student total	5	12	92	97	42	38	9	4	10
Faculty	0	2	0	1	1	1	1	0	0
Parents	0	1	2	53	34	65	23	10	1
Grand total	10	15	94	151	77	104	33	14	11

Table 16 reveals the grade level at which the survey groups felt it proper for the students, in general, to begin dating. The most common choice was the seventh grade. The students, however, were the deciding factor in this choice. The parents were in favor of the ninth grade, 65, over the seventh, 53. The students were heavily in favor of either the sixth or seventh grades. This may be due to the

junior high offering a better opportunity for dating than they have previously had. The figures correspond very closely with this. Dancing parties have not been common to these young people during their grade-school years. Their first social dancing party comes during the sixth grade when the junior high invites them to be their guests at a program and dance. The regular social dance parties during their seventh-grade year gives to those that desire it an opportunity to date. The above table shows the majority of the students felt this was the time to begin dating.

No attempt was being made to determine a specific grade and say that this is the time for all to begin dating. This certainly would be an impossible thing to do. Many factors must be considered, and they would vary greatly with the individual. It is the writer's intent, however, to establish a grade, as nearly as possible, in relation to the school's functions, when the survey groups felt dating would be satisfactory for the general group.

Table 17. The age at which students had their first date

Ratings given by	Age									
	6	7	8	9	10	11	12	13	14	no date
8th girls	0	0	0	2	9	21	34	8	3	3
8th boys	5	0	2	2	6	16	30	3	2	10
7th girls	0	0	3	6	6	24	20	2	0	2
7th boys	1	0	0	1	5	26	29	2	0	19
Total	6	0	5	11	26	87	113	15	5	34

Table 17 is concerned with determining the age when the students had their first date. The largest number started dating at ages 11 and 12. These ages, of course, correspond with the sixth and seventh grades. It is interesting to note that only 34 students of the group surveyed had as yet not dated. Of this group, the boys had the largest

number with 29, and the girls just five. This seems a bit out of proportion because of the advantage the boy has in assuming the initiative in asking for dates.

Table 18. Cross-dating at junior division dances

Ratings given by	Approve of cross dating	Do not approve
8th girls	65	18
8th boys	58	25
7th girls	40	23
7th boys	37	54
Student total	200	120
Faculty	5	2
Parents	55	165
Grand total	260	287

Cross-dating refers to the practice of junior division students dating with senior division students for the junior division dances. As table 18 indicates, the students were definitely in favor of this practice, 200 saying yes and 120 no. The seventh-grade boys were the only ones voting in the majority against it. The parents, on the other hand, voted 55 for and 165 against.

This situation is magnified and before the parents more at our school because of the two divisions being housed in the same building. It has been felt by many parents that the younger students mature too fast under this condition where they are always exposed to the senior division students. Many parents would like to keep them separated as much as possible and as long as possible.

Most cross-dating has been between eighth-grade girls and senior division boys. The table bears this out by showing these girls to be most heavily in favor of this practice. Faculty members, who have had considerable opportunity to observe and study cross-dating, favored the practice by the margin of five for and two against.

As a follow up to table 18, the parents and faculty members were asked if they thought cross-dating would have any particular effect on the success, or failure, of the dances. The parents answered 137 yes and 65 no. The faculty answered three yes and four no. Many ideas were expressed as to just how this effect of cross-dating on the dances would come about. Faculty reasoning was as follows:

1. It would build interdivision understanding.
2. It would dignify the dating arrangement.
3. It would help avoid a sometimes embarrassing administrative problem.
4. Provide an opportunity for student choice.
5. Some cross dating is fine, but do not have too much.
6. It has a tendency to stimulate dancing with just one partner.
7. Adds to arriving late and leaving early.

Parent suggestions:

1. Older students make fun of the junior division people.
2. Ages don't mix.
3. The young imitate the older.
4. Junior division would want to go to senior division dances.
5. Less boys would attend.
6. Would stimulate clans.
7. Junior division students are too young to date.
8. They should stay with their own age group.
9. Would make them become boy or girl crazy too early.
10. Dance failure.
11. It would give junior division students more confidence.
12. Older students would take over.
13. Would discourage the poorer dancers.
14. Girls want older boys.

Table 19. The number of school dances attended by junior division students

Ratings given by	<u>Dances</u>						
	0	1	2	3	4	5	6
8th girls	5	4	9	9	11	16	28
8th boys	4	3	7	8	11	15	32
7th girls	11	0	4	8	6	15	29
7th boys	7	5	8	9	8	16	36
Total	27	12	28	34	36	62	125

Certainly the success or failure of dances must be measured to a large degree by the number of students in attendance at each dance, and how many of the dances the individual student attends. Six dances were held during the past year. Of the 332 students surveyed, 125 were in attendance at all six. There were just 27 students who failed to attend any dances at all.

Table 20. The number of school dances attended with a date

Ratings given by	<u>Dances</u>						no dates
	1	2	3	4	5	6	
8th girls	6	12	8	2	8	6	33
8th boys	9	12	9	6	6	5	28
7th girls	3	14	7	9	7	4	15
7th boys	15	12	10	5	2	2	33
Total	33	50	34	22	23	17	109

In order to have an accurate check on the amount of dating prevalent at the dances, the students were asked to list the number of dances they had attended with a date. Two hundred ninety students responded to this question, and of that group, 109 students did not date at all during the year. As can be seen in the above table, just 17 students dated for all six dances, 23 had dates for five of the dances, 22 for four dances, 34 for three dances, 50 for two dances, and 33 for one dance. This shows that of the group dating one or more times, dating for two of the six dances was most common.

Table 21. The number of dances attended without a date

Rating given by	<u>Dances</u>					
	1	2	3	4	5	6
8th girls	14	11	17	9	5	7
8th boys	13	10	14	13	6	6
7th girls	9	13	11	9	1	6
7th boys	10	17	19	16	12	8
Total	46	51	61	47	24	27

Table 21 indicates the number of dances each group attended without a date.

Table 22. An indication of how the students most enjoy attending the dances

Rating given by	With a date	%	Without a date	%
8th girls	40		34	
8th boys	46		29	
7th girls	39		15	
7th boys	38		50	
Total	163	56	128	44

In an attempt to determine when the students enjoy themselves most at dances, they were asked if it was when they came with a date or without a date. The above table brings out that 163 enjoyed the dances most when they had a date, and 128 would rather go without a date. There is no significant difference to be noted between the boys and girls. The difference between dates and no dates is also so very small that no particular conclusions can be drawn.

Sixth Grade Reception

Each spring all elementary school sixth graders who will attend the Box Elder Junior Division in the seventh grade are invited to a program and dance which is called the Sixth Grade Reception. It has been the policy of the school to leave dating up to the students. Dating has been neither encouraged nor discouraged. Actually, there has been no particular mention made of it. The policy of making either welcome has been followed. This dance has always been popular with the students. It has been well attended by both members of the junior division and by sixth graders. Reaction of parents has always been primarily favorable. Minority groups have, through P.T.A.

meetings, expressed some negative opinions which they insist are the feelings of most parents. In order to learn the true reaction, questions dealing specifically with the Sixth Grade Reception were asked.

Table 23. Reaction to the advisability of holding the reception

Rating given by	Do approve of the reception	Do not approve
8th girls	81	5
8th boys	81	3
7th girls	69	1
7th boys	84	6
Student total	315	15
Faculty	7	0
Parents	211	17
Grand total	533	32

Table 23 shows the reaction of all groups surveyed to the question of approving or disapproving of the Sixth Grade Reception. Parents approved of the reception 211 for and 17 against. Faculty members were 100 percent in favor. Students were also strongly in favor, 315 expressing approval and just 15 disapproval. Of the total group, there were 533 for and 32 against. Certainly this was an overwhelming vote of confidence for the reception.

The writer realizes that many might approve of the primary idea, but feel that it should be conducted differently. To the question, do you like the reception as it is now conducted, 184 parents said yes and 34 no. Faculty members were unanimous in their approval once again. Student opinion was 267 yes and 58 no. Of the total group, 453 felt the dance was being conducted satisfactorily and had no particular suggestion for change, while 92 would like to see changes made. Opposition to, or desire for change, is in the minority. The degree of approval and acceptance was about as high as could be expected.

Table 24. Desired changes in the Sixth Grade Reception

Ratings given by	Just a program	Just a dance	Visiting day
8th girls	4	6	3
8th boys	5	15	1
7th girls	0	4	4
7th boys	4	10	6
Student total	13	35	14
Faculty	0	0	0
Parents	12	5	13
Grand total	25	40	27

Table 24 shows the changes the people not in sympathy with the way the program is now conducted would make. Twenty-seven would change the idea completely and have a visiting day during school hours in preference to the night program and dance. Forty preferred just a dance and 25 just a program. The most significant item was the students' support of a dance alone, and the parents almost complete disapproval of this idea. Other suggestions offered by the parents follow:

1. No dating.
2. More orientation.
3. Just a program and visiting day.
4. See that all participate.
5. More mixers.
6. More teacher supervision.
7. A dance and visiting day.
8. Make it as a formal graduation.
9. Get all to participate.

Because of the different group concerned at this one dance, it was felt advisable to sample adult opinion on the issue of dating. Expressions have been made that for this one dance a no date policy should be enforced.

In response to the question, 90 parents expressed the desire that the dance be no date, and 115 said it should not be strictly no date. The response to the dating issue was certainly not conclusive. The

parents were divided almost evenly, which is a satisfactory indication that no restriction should be placed on this dance.

Table 25. The amount of dating for the reception by the sixth-grade students

Rating given by	Did date for the reception	%	Did not date	%
8th girls	46		35	
8th boys	44		33	
7th girls	50		16	
7th boys	45		44	
Total	185	59	128	41

It is apparent from table 25 that dating is the popular thing to do for the Sixth Grade Reception. This was really quite a surprising finding, because dating has not been encouraged in any way. Apparently this is something that has developed with the students themselves. There was no particular difference in the amount of dating by the students in the different grades now represented in the junior division. In fact, it is surprising now near the same number dated from each group. The seventh-grade boys were the group with the largest amount of no dates. The writer feels this is to be expected. This same group expressed the most reluctance toward the entire dance program.

Table 26. The length of time before the reception dates were made

Ratings given by	First of the year	6 months before	3 months before	2 months before	1 month before	2 weeks before	1 week before
8th girls	20	4	4	0	3	5	7
8th boys	5	4	4	3	3	3	7
7th girls	21	5	4	2	5	4	7
7th boys	10	1	8	4	7	4	10
Total	56	14	20	9	18	16	31

Table 26 shows how early before the dance the students made their dates. The most common practice, as indicated by the table, was to make the dates at the beginning of the school year. Fifty-six students

followed this practice, as compared to the next highest number of 31 who made dates just a week before the dance.

The above table bears out the fact that the reception is looked forward to by the sixth-grade students and many make plans for it early in the school year, even though the dance is not announced and formal invitations presented until the early part of April.

After-dance practices

One of the most difficult situations with which to cope in connection with the junior division dance program is that of after-dance practices. The dances are planned to begin and end early so that the students need not be out late. Brigham City also has a curfew law that must be honored. An early closing hour does, however, give the students an excellent opportunity to congregate and plan activities following the dance, if they so desire. The question has been raised of where the school's responsibility ends and the parent's begins. Certainly the school must conduct an instructional program during class-work of educating the students to the proper procedure to follow. Is it, however, the school's responsibility to try to actually control these activities?

Seventy-six percent of the parents were of the opinion that after-dance practices do not pose a serious problem. However, 48 percent indicated they felt the school had a definite responsibility in controlling these after-dance activities, while 52 percent recognized this as strictly a parent's responsibility. The following comments were offered in connection with this situation:

1. This is the parent's responsibility.
2. Utilize chaperons.
3. Arrange for parents to pick up the students.
4. Have earlier dances.
5. Let the students alone.
6. See that students get home.
7. Cut the grade if they don't go right home.
8. Provide rides for those that need them.
9. Respect the curfew.
10. Conduct an instructional program.

Other co-recreational activities

Table 27. The possibility of other co-recreational activities replacing the dance program

Ratings given by	Other activities should replace the dance program		Should not	
8th girls	27		55	
8th boys	21		61	
7th girls	18		48	
7th boys	36		54	
Student total	102	32%	218	68%
Parent	26		166	
Faculty	1		6	
Grand total	129	14%	390	86%

Table 27 expresses the feelings of the groups surveyed in connection with the possibility of using other co-recreational activities to replace the dance program. As indicated, this would not be popular. Sixty-eight percent of the students and 86 percent of the parents opposed such a change. Each one of the student groups was strongly opposed to such a change. The parents and faculty members were even more strongly opposed, however.

The program as now conducted, both dancing and other co-recreational activities, had considerable support from all groups. All of the teachers favored this type of program, 87 percent of the parents felt it would be best, and 71 percent of the students favored it. Each group of students voted heavily in favor of this combined program.

Effects of the social dance program on the student

Table 28. Student opinion on the effects the social dance program has had on them

Effects	8th girls	8th boys	7th girls	7th boys	Total
More interested in dancing	62	66	53	57	238
Now attend school dances	32	38	41	37	148
Now enjoy dancing	48	51	45	40	184
Less shy	43	53	43	56	195
More shy	4	5	1	4	14
More willing to dance	51	56	50	60	217
Less willing to dance	4	10	3	4	21
More popular	33	29	45	31	138
Less popular	5	6	5	5	21
Helped personality	38	41	44	41	164
Overcome inferiority complex	22	27	19	28	96
Caused inferiority complex	10	5	4	3	22
Overcome awkwardness	27	30	34	35	126
Gained a sense of rhythm	43	36	45	42	166
Appreciation for music	32	30	43	33	138
Improved dancing ability	60	53	51	65	229
Improved posture	27	23	33	27	110
Improved manners	48	50	58	59	215
Helped make friends	60	54	52	50	216

The aims and objectives of the social dance program mean very little without determining the actual effect upon the student. It is apparent from the above table that the students felt the social dance program was contributing in numerous ways to their development. It is gratifying to note that very few felt it was contributing in a detrimental manner. Those effects, or outcomes, the students were able to see directly connected with dancing were checked most often. A stimulation of interest in dancing ranked highest, as 238 felt this to be a definite contribution. Next highest, with 229, was improving of dancing ability. Two hundred seventeen said it had made them more willing to dance. All of the above mentioned, then, are directly associated with the mechanics of dancing and are recognized by the

students as the most important contributions. Social know-how and aid in improvement of manners, along with an improved ability to make friends, also ranked high in the student's opinions.

Detrimental effects listed were checked but very few times. Just 14 students felt the dancing program had helped to make them more shy, 21 said they had become less willing to dance because of participation in the program. Loss of popularity with fellow students was checked 21 times and 22 others felt the program had contributed to an inferiority complex.

Table 29. Parent's opinions on the effect of the social dance program on their students

Effects	Parents	Faculty
More interested in dancing	189	6
Now takes part in dances	110	6
Enjoys dancing	179	5
Less shy	163	6
Less willing to associate with other sex	13	1
More willing to dance	161	6
Less willing to dance	9	0
More popular	127	4
Less popular	7	0
Developed personality	160	5
Overcome inferiority complex	116	5
Developed inferiority complex	11	0
Developed poise	140	5
Overcome awkwardness	139	6
Gained a sense of rhythm	181	5
Appreciation for music	136	4
Improved dancing ability	183	6
Improved posture	109	5
Improved manners and social know-how	167	6
Too familiar with opposite sex	8	0

Parent and faculty opinion was also desired on the effects of the dance program on the students. The above table shows the number of parents and faculty members who checked each item as listed.

Table 29 parallels rather closely the findings of table 28. The parent and faculty groups supported the desirable effects and felt the

detrimental effects were not of particular importance. Just as in the case of the students, the development of interest in dancing was listed the greatest number of times, followed by improvement in dancing ability.

The table is an indication that the parents felt the program was contributing in a desirable and beneficial way to the development of their students. Not only do they feel it is stimulating in dance techniques, but also in proving helpful in many concomitant learnings.

One of the important findings in table 29 was that the parents were in support of the program and the desirable effects it has on the students.

In connection with these contributions, the dance program, according to LaSalle (10), should help children appreciate and love good music.

An article in Good Housekeeping, October, 1949, adds the following:

1. Within these crucial years his entire approach to social life and the awesome opposite sex can be made or broken by his ability to dance.
2. Learned etiquette of asking a girl to dance, cutting in, their posture and manners had improved.
3. Dancing requires the balance, coordination, and muscular control of a crack athlete (14, p. 253).

The M.I.A. Dance Handbook (13) suggests that dancing offers great possibilities for the development of grace, refinement, good manners, poise, fine fellowship, and wholesome social contacts.

Hussey (16), as presented in the Review of Literature, feels that dancing contributes to health and sound relationships between boys and girls, and provides pleasurable leisure time activities.

Heaton (3) stresses the importance of the carryover value of dancing and the fine opportunity it presents for developing a wholesome personality.

A great many additional comments were offered, some merely as compliments and support to the program as it is now conducted, others as suggestions for improvement, and a few in the form of objections.

In support of the present program:

1. The program is good as it now is and should be retained.
2. Good effects achieved under a supervised dancing program. I'm in favor of it.
3. I appreciate the good influence of supervised school dances.
4. I appreciate the school's efforts to improve and keep the dances at a high level.
5. No other form of recreation can take the place of dancing for fun and social development.
6. The dances mean a lot to the students.
7. I would like to congratulate the junior division dance committee for their interest and excellence in carrying out this program.
8. The program now is quite satisfactory.
9. By knowing the fundamentals of dancing, the students will have more desire to take part when they get in high school.
10. The dance program seems to aid in developing more confidence in themselves.
11. You are doing fine.
12. Wonderful program.
13. The junior dance program is wonderful.
14. The social dance program is good if correctly supervised. It should be continued.
15. I have appreciated the junior division dances and am sure my daughter enjoys them. I'm behind them 100 percent. The junior division should be commended for their efforts. I am happy to have this opportunity to say thanks.
16. The dances are very good. Discourage dating and after-dance parties.
17. I am thrilled with the dance arrangements.

18. Dances help build confidence and self respect in the child. I came from a different state and there is just a world of difference in the conduct of high school students. Brigham teenagers know how to act at social affairs.

Suggestions for improvement:

1. The junior and senior division student bodies should have separate schools.
2. Have parents as patrons at each dance.
3. There should be a few less dances.
4. Make it compulsory that students change partners.
5. Have afternoon dances. There should be a minimum of dating.
6. Parents should cooperate with the school and encourage students to dance with or without dates. I would prefer no dates, however.
7. Have more free dance time.
8. Change partners more often.
9. I feel it is alright to date in the eighth grade; however, change partners often.
10. Busses should run for junior division on special occasions.
11. Students should not be allowed to dance with one partner all evening.
12. Students should not be allowed to leave the hall and come back.
13. Keep junior division activities strictly junior division.

Objections to the present program:

1. The Sixth Grade Reception is a terrible farce. Girls make and break dates all year. This is a poor way to teach the students to date.
2. Early dating causes superior and inferior feelings.

As can be noted from the variety of the above comments, many features influence the attitude the parents take toward the social dance program.

It is, however, immediately apparent that the general attitude is one of support.

Box Elder Junior Division social dance objectives

The social dance program as now being carried on at the Box Elder Junior Division has as its objectives the following:

1. To break down a social barrier between the boys and girls.
2. To teach basic dance skills.
3. To develop correct dance floor manners and social behavior.
4. To develop a sense of rhythm.
5. To give the students a valuable recreation skill.

The boy's and girl's physical education classes meet together each Tuesday for one hour from October through March. The program includes a variety of social dance steps, with variations, mixers, and round dances.

During the year, six night dances are held. These dances are on Halloween, Thanksgiving, Christmas, Valentines, the Junior Division Prom and the Sixth Grade Reception.

It has been the policy of the school to leave it up to the students to decide if they wish to date or not. No encouragement has been given to stimulate dating in any way. If, however, the students have dated, we have accepted them as well as those with no dates.

Our dances have been well attended. We have averaged approximately 260 students to our dances from a total enrollment of about 380. The students have participated very well. We have very few that do not dance the majority of the time. Each dance has been limited to two hours duration. Ten p.m. has been the usual closing time. The hall is

decorated inexpensively, but enough to add atmosphere, and refreshments are served.

Comparison of the present program with the findings of the study

The dance program, as it is now conducted, has been explained in the above sections. The opinions and desires of parents, faculty, and students in regards to this program have also been presented. Comparisons between the two must be made along with the recommended standards as established by experts in the field.

A comparison of suggested objectives by experts and the specific objectives of the Box Elder Junior Division shows the two are in rather close harmony.

Objectives advanced by various authorities:

1. Opportunity for abundant social contact.
2. Appreciation of rhythmic movement.
3. Dancing for fun and relaxation.
4. The development of poise and true culture (13, p. 5).
5. Help each boy and girl find a place in the group.
6. The development of character and personality.
7. Social adjustment.
8. Mastery of the best forms of social dance (12, p. 14).
9. Establishment of emotional security.
10. Development of wholesome interpersonal and intergroup relations (17, p. 115).

Objectives of the Box Elder Junior Division:

1. To break down a social barrier between boys and girls.
2. To teach basic dance skills.
3. To develop correct dance floor manners and social behavior.
4. To develop a sense of rhythm.
5. To give the students a valuable recreation skill.

Frequency of meeting for social dance classwork. Social dance classwork is held once each week from October through March. This gives the students approximately 30 hours of instruction during the year. Seventy-eight percent of the parents felt that the once per week meeting would be the most satisfactory. Parent support of the present program is certainly in evidence.

Dancing parties. The Box Elder Junior Division sponsors six dancing parties each year. These have been in the evening. Although not regularly scheduled, one or two afternoon dances are also usually held.

Parent opinion shows that 55 percent favor the six-dance program. If the matinee dances are included, making a total of seven or eight per year, as is actually the school's program, 74 percent of the parents indicate their support. No specific information could be found concerning the number of dancing parties recommended by authorities.

Dating. As previously indicated, the policy of the school in connection with dating has been to leave it up to the students to do as they wish. Either dates or no dates have been permitted and the dances planned to accommodate all. Eighty-two percent of the parents indicated they liked that policy, while 17 percent would like to see all dances no date. Just one parent expressed a desire for all dances to be date. Eighty-eight percent of the students expressed the belief that dances should be for either dates or no dates. This is an indication that the students have either adopted this policy because it has been school policy or that having tried it, find it to be the most satisfactory.

Length of dances. The school has attempted to limit the dancing parties to a two hour duration. The usual hours are between 7:30 p.m. and 9:30 p.m., or 8:00 p.m. to 10:00 p.m.

Parent opinion was heavily in favor of the hours from 8:00 p.m. to 10:00 p.m. Seventy-six percent expressed a preference for that time limitation. Eighty-one percent like the two hour duration for a dance, and 19 percent indicated a desire for dances to be three hours long.

The students were definitely undecided as to the best times for their dances. Opinions varied considerably with no great majority favoring any one time. The largest group, or 30 percent of the students, wanted the dances to run from 8:00 to 11:00 p.m. The next largest group, 24 percent, supported the 8:00 to 10:00 p.m. program. Sixty-one percent of the students expressed a desire to have the dances extended to three hours, while 39 percent preferred the two hour length.

Parent opinion was strongly in support of the program as now conducted in regards to length of dances, while students indicated sufficient enjoyment in the dance program so that they would like to see the duration of the dance increased from two to three hours.

SUMMARY

This study was conducted to evaluate the social dance program at the Box Elder Junior Division. Questionnaires were given to the students of the school, their parents, and to faculty members to obtain the data from which to compile this paper. There were 339 students used in the survey. Questionnaires were sent to 339 parents, with response from 235. Seven of twelve faculty members cooperated.

All groups surveyed were strongly in favor of a social dance instruction program at the Box Elder Junior Division. Of the total group, 93 percent favored such a program.

The survey groups supported the recommendations of authorities in regards to the frequency of meeting for social dance classwork. The large majority of the parents and faculty indicated a preference to the class meeting once each week. The Utah State Course of Study (15) makes this same recommendation.

The social dance program should be built around the waltz, fox trot, and mixers. These dances were ranked highest and in that order. Variations to these dances, along with square dancing and currently popular dances, should be sponsored by the school and round out the majority of the dance program.

Social dancing parties should be sponsored by the school, according to 96 percent of the students, 99 percent of the parents, and 100 percent of the faculty.

There was a definite division of opinion as to the most satisfactory time of day for school dancing parties. Thirty-nine percent favored night dances, 3 percent afternoon dances, and 58 percent

some of both. When an evening dance is held, the parents definitely favored the hours of 8:00 p.m. to 10:00 p.m. Students were very much undecided. A slight majority, however, favored hours of either 8:00 p.m. to 10:00 p.m. or 8:00 p.m. to 11:00 p.m.

Six dances per school year received the most support. Indications are, however, that even though both parents and students are in sympathy with the present program of six to eight dances per year, they would support an enlarged or increased number of dances.

A definite preference was indicated for the social dancing parties to include both free social dancing and some rounds and mixers. Parents and students differ sharply on the type of music for dances. Sixty-four percent of the students prefer an orchestra, 3 percent records only, and 33 percent some of both. The parents indicated a 70 percent preference for some of each kind, 3 percent for records only, and 27 percent orchestra only.

Parents felt that the practice of dancing with very few partners at dancing parties has been a problem. Faculty members disagreed with this belief.

Students were against the practice of dancing with one partner for the entire dance. They did not even support the practice of very few partners.

The students attending the school dancing parties danced with an average of nine or ten partners during the evening. More danced with ten partners than did with less than ten.

Mixers, tag dances, and boy's or girl's choice were given much support by parents as a means of getting the students to change partners more frequently. The parents felt these, and other methods, should be used.

The survey groups indicated strong support for the date or no date policy for school dancing parties.

The majority of the students felt it satisfactory for dating to begin in either the sixth or seventh grade. Parents gave most support to either the seventh or ninth grade.

The majority of the students, 66 percent, actually had their first date at either 11 or 12 years of age. Of this group, 37 percent dated first at age 12, and 29 percent at age 11.

Cross-dating was popular with the students, but not accepted as a good practice by the parents.

Attendance has been very good at the junior division dances. Average attendance figures have been from 250 to 260 students.

There was no significant difference on whether students enjoy the dances most when dating or not dating. Fifty-six percent had the most fun with a date, and 44 percent without a date.

The groups surveyed did want the school to continue sponsoring the Sixth Grade Reception in its present form.

The group of sixth-grade students dating for the reception was in the majority. Fifty-nine percent had dates for this dance as sixth graders.

Sixth-grade students do look forward to the reception and many make their plans early in the school year.

After-dance practices were not considered a problem. The majority of the parents, 52 percent, indicated that after-dance activities were their responsibility and not the schools.

The dance program should not be replaced by other co-recreational activities, but should be supplemented by them.

The students indicated that dancing makes many beneficial contributions to their overall development. A stimulation of interest in dancing, improved dancing ability, and a willingness to dance ranked highest. Social know how, improved manners, and an aid in making friends were also rated high.

Parents and faculty members also felt the program was contributing in a desirable and beneficial way to the development of the students.

The general attitude of parents was one of support and confidence in the program.

The objectives of the program now being conducted at the Box Elder Junior Division are:

1. To break down a social barrier between boys and girls.
2. To teach basic dance steps.
3. To develop correct dance floor manners and social behavior.
4. To develop a sense of rhythm.
5. To give the students a valuable recreation skill.

CONCLUSIONS

1. That authorities in the field, parents, teachers, and students are in agreement that social dancing has a place in the junior division curriculum.

2. That the students desire a rather wide variety of steps be included in the instructional phase of their dance program.

3. That the parents are inclined to want an instructional program for their children that is based on dancing most familiar to them.

4. That the students enjoy night dances in preference to those in the afternoon.

5. That both night and afternoon dances should be included in the dance program, but with the majority being held at night.

6. That the 2-hour limitation on dancing parties is most satisfactory with $2\frac{1}{2}$ -hours the maximum.

7. That some mixers and round dances should be included as a regular part of the dancing parties.

8. That students prefer an orchestra for music. However, they will support occasional use of records.

9. That the majority of the students prefer dancing with a variety of partners. Very few restrict themselves to one, or a very few.

10. That dating tends to restrict in number the partners danced with during a dancing party.

11. That a variety of techniques should be used, and frequently, to stimulate changing of partners.
12. That the present policy of either date or no date is the most satisfactory for dancing parties. The final decision should be made by the parent and student.
13. That cross-dating tends to create problems in junior division dances.
14. That the students enjoy and support well the social dancing parties.
15. That the Sixth Grade Reception should be continued in its present form.
16. That the school should carry on a continuous program of instruction regarding after dance practices, but the parents be responsible for actually enforcing the program.
17. That the dancing program should be supplemented with other co-recreational activities.
18. That dancing plays an important part in the junior division curriculum.
19. That some parents are not familiar with the social dance program.
20. That the majority of the parents are giving the school splendid support and cooperation.

RECOMMENDATIONS

It is recommended that:

1. The dance program continue with certain improvements.
2. The school carry out a program of encouraging more parents to attend the dancing parties.
3. Parents be used as patrons at the dances.
4. The dance program be made up of both night and afternoon dances.
5. The night dances be from 2 to 2½ hours duration.
6. Orchestras provide the music for dances with records being used for mixers, etc., when necessary.
7. The school continue with its program of education to encourage the students to dance with many partners.
8. The school continue with its present policy of either dates or no dates for dancing parties.
9. The parents accept the responsibility of the students in their after-dance activities.
10. The Sixth Grade Reception be continued.

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APPENDIX

APPENDIX A

Dear Parent,

I have selected the junior high school dance program as the field in which to do my master's thesis. I propose to evaluate the social dance program at the Box Elder Junior Division, where I am now teaching.

It is my intention to sample parent, student, faculty and administrative opinion in this field and compare this information with suggested standards, where such standards are available.

I am also interested in finding out what the thinking and desires of these groups are in connection with our program in order that we may carry out this activity as successfully as possible.

The opinions of parents will be one of the most important areas of this study. I am, therefore, interested in the cooperation of all parents of junior division students. Will you please answer the questions in the attached questionnaire and return with your student tomorrow? Please do not sign your name.

The information gained through this study will be utilized to the best advantage possible in the social dance program at the Box Elder Junior Division.

If possible I would appreciate a cooperative effort between father and mother in answering the questions. If this is not possible, either will be satisfactory.

Thank you for your fine cooperation and helpful attitude.

DALE RASMUSSEN

Physical Education Instructor
Box Elder Junior Division

APPENDIX B

Box Elder Junior Division
Social Dance Questionnaire

Father____Mother____Guardian____

A. Place of the Social Dance Instruction Program in the Box Elder Junior Division.

1. Should social dance instruction be given in the junior division? yes__no__
2. If your answer to number one is no, should it:
 - a. be taught in the high school?____
 - b. not be taught in school at all?____
3. How often should the social dance class meet?
 - a. daily____
 - b. once a week____
 - c. twice a week____
 - d. once every two weeks____
 - e. three times a week____
 - f. other suggestions_____
4. Of the approximately 180 hours of physical education instruction, how many hours would you recommend for social dance instruction?_____

B. Content of the Program.

1. How extensive should our program be? (check the dances you think should be included - each of the following would have several variations?

a. dance walk____	g. polka____	m. mambo____
b. two step____	h. square dance____	n. folk dances____
c. waltz____	i. mixers____	o. conga____
d. fox trot____	j. tango____	p. dance fads____
e. jitterbug____	k. samba____	q. free dance____
f. schottische____	l. rhumba____	r. list others____
2. Rank the above in order of importance to the dance program, from number 1 on.

C. Party Planning and Conduct.

1. Should the school sponsor dances for junior division students?
__yes__no
2. If the above answer is yes should they be:
 - a. night dances____
 - b. afternoon dances____
 - c. some of both____
3. If night dances, what should be the beginning and closing times?_____
4. Should the dance parties be planned by:
 - a. students____
 - b. faculty____
 - c. both____

5. On what day of the week should these dances be held? _____
6. Should there be exceptions, from this day, for special dances? yes ___ no ___
7. How many dances (not class instruction) should be held during the year? _____
8. Should the dance include:
 - a. social dancing only _____
 - b. mixers and round dances only _____
 - c. some of both _____
 - d. other suggestions _____
9. Should the music be furnished by:
 - a. orchestra _____
 - b. records _____
 - c. orchestra for some dances, records for some _____
10. Do you feel that dancing with one partner, or very few partners, is a problem that exists with junior division students?
yes ___ no ___
11. If the above is a situation that does exist how can it best be corrected:
 - a. mixers _____
 - b. pair off by marching after each dance _____
 - c. tag or clap dances _____
 - d. boys and girls choice _____
 - e. programs filled out during the week _____
 - f. prizes while dancing _____
 - g. combinations of those already listed (indicate combinations)

 - h. all of those listed _____
 - i. other ways (please list) _____
12. Should junior division students be allowed to dance cheek to cheek? yes ___ no ___

D. Dating.

1. Do you feel that the parties as now being conducted, are planned for those who:
 - a. come with a date _____
 - b. come without a date _____
 - c. both _____
2. With reference to the above question, how should they be planned:
 - a. dates _____
 - b. no dates _____
 - c. either _____
3. Should some dances be date only and others no date only?
yes ___ no ___
4. Should it be left up to the students to come with, or without, a date as they desire? yes ___ no ___
5. At what grade level do you think it satisfactory for dating to begin? _____
6. Should cross dating be allowed? (junior division student with a senior division student) yes ___ no ___
7. Do you think cross dating would have any particular effect on the success, or failure, of the junior division dances?
yes ___ no ___
 - a. in what way _____

E. Sixth-Grade Reception.

1. Are you in favor of the Sixth-Grade Reception? yes ___ no ___
2. Do you approve of it as it is now conducted? yes ___ no ___
3. If your answer to the above was no, would you prefer:
 - a. just a program? ___
 - b. just a dance? ___
 - c. a visiting day during school hours ___
 - d. other suggestions _____
4. Do you regard the Sixth-Grade Reception as a "coming out" or "showing off" type of party? yes ___ no ___
5. Are the costs to the parents for this party excessive? yes ___ no ___
6. Should the reception be strictly no date? yes ___ no ___
7. Should dating or no dating be left up to:
 - a. student? ___
 - b. parent? ___
 - c. school? ___
 - d. suggestions _____

F. Schools Position, or Responsibility, on After-Dance Practices.

1. Are the after-party activities following junior division dances a problem?

yes ___ no ___
2. Should the school attempt to control after-party activities?

yes ___ no ___

 - a. in what way? _____

G. Other Co-recreational Activities.

1. Should other kinds of co-recreational activities be used to replace dances? yes ___ no ___
 - a. If your answer is yes, please suggest specific activities. _____
2. Should there be some dances, and some other activities of a co-recreational nature as well? yes ___ no ___

H. Do you feel that social dance practices in the junior division affect the high school dances and their related activities?

- yes ___ no ___
1. In what way? _____
 2. Would you feel differently if the junior and senior high schools were not so closely connected? yes ___ no ___
 - a. comments _____

I. If you have any comments not listed in the questionnaire, please list them.

- J. Effect of the Social Dance Program on your Student.
(Please check those effects you feel the social dance program has had on your student)

Participation in the social dance program has helped my child to:

- 1. become more interested in dancing.
- 2. participate in after school dances.
- 3. enjoy dancing.
- 4. become less shy around the opposite sex.
- 5. become less willing to associate with the opposite sex.
- 6. become more willing to dance.
- 7. become less willing to dance.
- 8. become more popular with other students.
- 9. become less popular.
- 10. develop his, or her, personality.
- 11. overcome inferiority complex.
- 12. develop an inferiority complex.
- 13. develop poise (balance and smoothness).
- 14. overcome awkwardness.
- 15. gain a sense of rhythm.
- 16. develop an appreciation for music.
- 17. improve his, or her, dancing ability.
- 18. improve his, or her, posture.
- 19. improve his, or her, manners and social know-how.
- 20. become too familiar with the opposite sex.
- 21. list any other effects, good or bad, not listed above.

APPENDIX C

Student Questionnaire

Grade _____

Sex _____

1. Do you think social dance instruction is important for students of junior division age? yes___no___
2. Are you in favor of social dance instruction in junior division? yes___no___
3. If your answer to number two is no, should it:
 - a. be taught in the high school___
 - b. not be taught in school at all___
4. What should be taught in our dance program? (check the dances you think should be included)

a. dance walk	f. schottische	k. samba
b. two step	g. polka	l. mambo
c. waltz	h. square dance	m. rhumba
d. fox trot	i. mixers	n. folk dances
e. jitterbug	j. tango	
5. Should we have school dancing parties? yes___no___
6. If your answer to number 5 is yes, should they be?
 - a. night dances___
 - b. afternoon dances___
 - c. some of both___
7. If the parties are night dances, what should be the beginning and closing times?

a. 7 to 9___	c. 9 to 11___	e. 8 to 11___
b. 8 to 10___	d. 7 to 10___	f. 9 to 12___
8. Do you wish to suggest a different time? _____
9. How many dancing parties should we have during a school year? _____
10. Should the dance parties include:
 - a. social dancing only___
 - b. mixers and rounds only___
 - c. some of both___
 - d. other suggestions___
11. Should the music be furnished by:
 - a. an orchestra___
 - b. records___
 - c. an orchestra for some dances, records for some___
12. Do you approve of dancing with one partner for the entire dance? yes___no___
13. Do you approve of dancing with a very few partners? yes___no___
14. How many partners do you usually dance with at the dancing parties? _____
15. Should the dancing parties be planned by:
 - a. students___
 - b. faculty___
 - c. both___

16. Do you feel the parties as now conducted are planned for those who:
- come with a date___
 - come without a date___
 - both of the above groups___
17. How should they be planned:
- dates___
 - no dates___
 - either___
18. Should our dances be:
- dates only___
 - no dates only___
 - either___
19. At what grade level do you think dating should begin?_____
20. At what age was your first date?_____
21. Should cross dating be allowed at our dances? yes___no___
22. How many school dances have you been to this year?_____
23. How many of these dances were:
- with a date___
 - without a date___
24. When do you have the most fun:
- with a date___
 - without a date___
25. Are you in favor of the Sixth Grade Reception? yes___no___
26. Do you like it as now conducted? yes___no___
27. If your answer to question 26 was no, would you prefer:
- just a program___
 - just a dance___
 - a visiting day for sixth graders during the school day___
28. Did you have a date for the Sixth Grade Reception when in the sixth grade? yes___no___
29. If the above answer is yes, when was that date made?_____
30. Should other kinds of co-recreational activities be used to replace the dance program? yes___no___
31. Should both dancing and other co-recreational activities be used? yes___no___
32. The effect of the social dance program on you as a student. (Please check those effects you feel the social dance program has had on you.)
- become more interested in dancing.
 - started you going to school dances.
 - you now enjoy dancing.
 - less shy around the opposite sex.
 - made you more shy.
 - made you more willing to dance.
 - made you less willing to dance.
 - made you more popular with other students.
 - made you less popular with other students.
 - has helped develop your personality.
 - helped you overcome an inferiority complex.
 - caused an inferiority complex.
 - helped you overcome awkwardness.

- ___ n. helped you gain a sense of rhythm.
- ___ o. helped you develop an appreciation for music.
- ___ p. has improved your dancing ability.
- ___ q. has helped improve your posture.
- ___ r. has helped improve your manners and social know how.
- ___ s. has helped you to make new friends.
- ___ t. list other effects on you that are not listed above.