

Very wisely, I believe, the book focuses precisely on the core issue in children's dance: the role of the teacher. Children's Dance reiterates and demonstrates the need for the open, accepting, creative teacher, the teacher who is able to listen to the children and thus develop with them exciting, self-rewarding experiences.

As Prof. Robert S. Fleming writes, "One is impressed by the human relations overtones in this document and the numerous opportunities for communication through expressive activities", but it does even more. In the words of Prof. Ruth Murray, it points the teacher to an understanding of dance, as she states, "Dance as an art, and as the expressive entity of creative movement, is vital to the development of the total individual."

CHILDREN'S DANCE...continued

REVIEW NUMBER TWO

Reviewed by Maida R. Withers

Children's Dance is a collection of articles about dance, children, and education by dance writers and teachers, physical educators, classroom teachers and administrators. It is one of the products of a six year study by dedicated members of the Dance Division of the American Association of Health, Physical Education, and Recreation Task Force on Dance in Elementary Education.

Due to the breadth of the topic and the diverse directions pursued by the taskforce, a wide range of information is covered, sometimes creating an impression of a lack in pertinent focus. The 96 page book includes a status study of dance\*, guidelines for dance in education, testimonials by dance teachers, classroom teachers, and principals about the impact of dance on the children and the school, teacher preparation, dance and boys, ethnic dance, projection on future needs and concerns, resources, and the designation of 28 areas of needed research.

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\*The status study was reported in full in the June 1971 issue of AAHPER's Journal of Health, Physical Education and Recreation.

Maida R. Withers is Associate Professor, School of Education, The George Washington University; on leave of absence, 1973-74: Dance Movement Specialist with the Artists-in Schools program, the National Endowment for the Arts; on the Dance Faculty of the Murray Louis-Alwin Nikolais Theatre Lab.

Much of the ground covered in Children's Dance is territory familiar to those acquainted with the existing dance literature or those engaged in teaching dance to children. However, the book serves as a fine supportive document (rationale) for dance in education. It is particularly useful for classroom teachers, administrators, physical educators and dancers unfamiliar with the potential contributions of dance to children and to the elementary curriculum. The task force could have more clearly defined movement education and dance education since they are taking the position that dance should be a part of the Physical Education program.

Facets of the study relating to dance research include: (1) survey questionnaire to determine the status of existing programs and practices in dance and/or rhythmic activities in elementary schools; (2) identification of programs, pilot projects, or activities emphasizing childrens dance; (3) identification of needed research in dance; (4) implementation of the guidelines in various geographical locations in the United States by classroom teachers and members of the task force.

Distributing the inquiries and collecting the data through the state and local physical education channels may affect the thoroughness of the study in the areas of the status survey and the identification of dance projects. In the implementation of the guidelines, unfortunately, there was no research design beyond personal response for the evaluation in the action research portion of the study. Evaluation was designated, however, as a needed area of research.

Children's Dance is a fine addition to the rapidly growing literature on dance in education. Perhaps the real significance lies not in the publication itself, but what it represents in achievement in group effort by the Dance Division, and, especially, as an official voice of support for the inclusion of dance in the elementary curriculum by the American Association of Health, Physical Education and Recreation.