

Mihlay, Csikszentmihalyi. *Beyond Boredom and Anxiety: The Experience of Play in Work and Games*. San Francisco: Jossey-Bass Inc., 1975. \$12.50.

Through testing, interviewing, and observing over 300 people involved in activities that provide enjoyment, the author found that these provide what he calls flow—a feeling of creative accomplishment and heightened functioning. Flow elements include a centering of attention, loss of self-consciousness, sense of control, and the joy of taking action. The flow-producing activities of chess, rock climbing, rock dancing (co-authored with Judy Hendin), surgery, and everyday life “microflow” events such as day-dreaming, taking a coffee break, chatting are described. J.L.H.

Sperling, Arnold Arthur. “Leisure Activity Preferences of Adolescents as Related to Body Im-

age.” Ed.D. dissertation, Columbia University, 1975. University Microfilms Order No. 75-13,911, 132 pp.

The study examines leisure activity preferences of 150 fourteen year old subjects of a middle class school population in relation to body image. Research instruments used were a Leisure Activity Preference Questionnaire and a Draw-A-Person test to measure body image. Athletic activities were preferred more by both males and females with higher than lower body image scores. Among males, subjects with the highest body image scores, indicating a more differentiated body concept, preferred artistic, athletic, hobby-like entertainment, social, and intellectual activities in descending order. Hobby-like, social, artistic, entertainment, athletic, and intellectual activities were female preferences. Those students who preferred intellectual activities had the lowest body image scores. J.L.H.

comments to editor

from Dawn S. Chaney

on

**Creative Movement in the Public
School: Project Analysis**

by Susan Warshaw Stinson
DRJ Vol. VII/2

Experimental research, designed to measure motor learning response in elementary school children requires precision instruments for collecting data for specific behavioral changes. The instruments which are presently available are limited and tend to provide only superficial evidence as to the learning process associated with skill acquisition and motor creativity. Even with the most sophisticated instruments, it is extremely difficult to conclude statistically that changes have occurred which can be calculated as learning.

In the article, “Creative Movement in the Public School: Project Analysis,” the author selected to determine if measurable learning resulted from experience in creative movement classes. The instruments used to test motor skills, motor creativity and understanding of movement concepts were develop-

ed by the investigator. The investigator did not statistically determine validity or reliability of any of the developed instruments. Without this statistical evidence, the developed instruments cannot be established as measuring tools for learning. Therefore, without established instruments for measuring the designed concepts, the investigator has a tremendous limitation to the study. As a possible solution to developing instruments for measuring learning response, the investigator could have used the motor creativity test developed by Warrick, (1968) which had established norms. Also other tests are available which have isolated the concepts of motor skills and motor creativity. Research studies, Phillips, (1969) et al., have indicated a very low correlation between motor skill performance and motor creativity. In the article under review both concepts, motor skill performance and motor creativity, were measured in elementary school children. This presents a question concerning the judges’ ratings. Was the evaluation of the judges a result of skill performance or the evaluation of the creative response? As a judge, it is a difficult decision to rate behavior in an unbiased atmosphere, particularly when the same judges were rating the same students on both the motor performance and the motor creativity tests.

The written test established by the Investigator is subject to the same critical evaluation. It was not an established instrument. In addition, the same written test was administered to students in third, fourth and sixth grades. It would appear that students in sixth grade would have a greater comprehension level than students from the third and fourth grades. It appears that students from Model City Neighborhoods would have greater variability in levels of com-

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prehension than students from middle-income families, Chaney, (1971).

As a statistical technique the author used mean averages to determine statistical findings. This type of response around the one given most frequently, rather than indicating the variance among and between the of treatment tends to cluster the findings of a re-factors being analyzed. If possible, the author may have employed the technique of matched pairs of children as a sample design and then established statistical treatment accordingly.

The investigator was attempting to find answers to problems which confront many teachers who teach movement exploration, creative dance, and motor skill development. These areas are very difficult for experimental and/or descriptive research because the research tools limit the data collected. This is no reason not to attempt to isolate some solutions and possible answers. The danger lies when others take the answers as absolute "truths" and establish a foundation for teaching. The investigator was in the pursuit of this knowledge and it is through these attempts that answers are found.

BIBLIOGRAPHY

- Chaney, Dawn, S. "A Program of Motor Skill Development and Health Concepts for Children from Model City Neighborhoods," *Department of Housing and Urban Development Grant Project*. 1971.
- Phillips, J. A. "Comparison of Motor Creativity with Figural and Verbal Creativity and Selected Motor Skills," *American Association of Health, Physical Education and Recreation Research Quarterly*, 40 (March, 1969).
- Warrick, Maureen. "Development of a Test of Motor Creativity," *American Association of Health, Physical Education and Recreation Research Quarterly*, 39 (October, 1968).

announcements

CORD News

Anthropology of Dance: Lynn Price Ager (Ohio State University) is preparing a survey of dance ethnology courses in the U.S. and Canada for *Journal of Dance Research*. She is interested in identifying the universities and instructors offering such courses and also in comparing different approaches and course content. Please send information to Dr. Ager, Dept. of Anthropology, 13 Page Hall, The Ohio State University, Columbus, Ohio, 43210.

Dianne L. Woodruff has accepted the appointment of review editor in area of dance history for *Dance Research Journal*. She holds a B.S. in education and an M.A. in dance from Ohio State University with special study at Connecticut Summer School of Dance and at Chicago University as a member of the International Seminar in Theatre Research. Dance history, theory and philosophy, historical dance reconstruction and modern technique and composition have been her teaching areas in various college positions, the latest having been as assistant professor, the dance department, University of Illinois, Urbana. Currently she is in New York involved with the preparation of a slide library of dance history. Her CORD background includes a demonstration with partner of her reconstruction of a dance from 1700, "Feuillet's Entree a Deux" (also showing of a film of the same work) at CORD's 2nd conference, *Dance History Research: Perspectives from Related Arts and Disciplines*, at Airlie Conference Center, Warrenton, Virginia, 1969 (a session presented by Shirley Wynne). She is currently a member of CORD Board of Directors.

Pamela Squires has accepted the appointment of Research Resources Editor of *Dance Research*

Journal, effective February 1, 1976 to September 1, 1978. She holds a B.A. in ethnomusicology and M.A. in dance ethnology from UCLA and is currently working for a doctorate in ethnomusicology at Columbia University. She has conducted research with the Israel Ethnic Project as the Folklore Research Center, Hebrew University of Jerusalem, from 1972-1974, and co-directed a dance course at Hebrew University. Her CORD background includes presenting a paper on "Iraqi Kurdish Dance in Israel: Convergence of Style" at the 1974 CORD-SEM Conference and serving on the CORD Membership and Promotion Committee.

Grants

Jill Gellerman has received a grant from the National Endowment for the Humanities to continue her work in the Hasidic dance. The title of her grant is "Hasidic Dances in Ritual and Celebration." The purpose of the study is to gain insight into contemporary Hasidic dance as it is viewed in Brooklyn, New York, today the largest center of Hasidim in the world with more than thirty thriving communities of varying size. She will observe, study and record representative ecstatic dances and movement patterns within these communities during their religious rituals and celebrations with special attention focused on the Lubavitcher movement, the largest, best organized and most influential "court" in Crown Heights. She is using Laban analysis and video recording. L.V.

The University of Hawaii Music Department has received a \$44,000 grant from a Japan Foundation gift to the University. The grant will fund the Japan Studies Institute: The Performing Arts of Okinawa for the summer of 1976. The Institute will provide a major focus for the Department's summer program. Four master teacher-performers from Okinawa—a musician and a dancer from the classical tradition, and a musician and a dancer from a folk tradition—will be in residence during the summer. They will