

THE DEVELOPMENT AND EVALUATION OF AN  
INFORMATION TEST IN BEGINNING  
MODERN DANCE FOR UNDERGRADUATE  
COLLEGE STUDENTS

Submitted in Partial Fulfillment of the Requirements  
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COLLEGE OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

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We hereby recommend that the thesis prepared under  
our supervision by Sara Jacquetta Lewis  
entitled

THE DEVELOPMENT AND EVALUATION ON AN INFORMATION  
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Master of Arts

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## CHAPTER I

### INTRODUCTION

The purpose which runs through and strengthens all other educational purposes -- the common thread of education -- is the development of the ability to think. This is the central purpose to which higher education must be oriented if it is to accomplish either its traditional tasks or those newly accentuated by recent changes in the world.<sup>1</sup>

In order to accomplish this purpose, students must gain some understanding of the scope of man's existing knowledges with specific reference to an understanding of the history of education. Included in this review is an account of broad educational objectives which have been described by John D. Millett as appreciation for the worth of intellectual achievement; ability to make discriminating judgements amid conflicting claims of truth; heightened sensitivity to the limitations of known knowledges; and intellectual and spiritual devotion to an understanding of the values inherent in a good life.<sup>2</sup> These are noble objectives which have excited and invigorated educators for years, but ones which have more often than not escaped realization.

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<sup>1</sup> John D. Millett, The Liberating Arts (Cleveland: Howard Allen, Inc., 1957), pp. v-vi.

<sup>2</sup> Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, The Liberal Arts As Viewed by Faculty Members in Professional Schools (New York: Teachers College, Columbia University, 1959), p. 1.

Proponents of the liberal and the technical arts respectively, have long been involved in a debate in order to determine which one of these approaches would best serve the expressed aim and objectives of higher education.<sup>1</sup> One faction believes that the aim of education should be that of preparing students to take their proper roles in a democratic society by means of a liberal arts education whereas the other faction believes that the aim of education should be that of preparing students for a selected vocation or a profession.<sup>2</sup>

In general, in the United States of America, the liberal arts colleges are those requiring instruction in the fine arts, in the natural sciences, and in the humanities.<sup>3</sup> The usual program in such an institution is planned to acquaint the student with a broad range of knowledges for his individual and personal satisfaction. Educators recognize that a four-year plan of study is not adequate to cover fully these broad areas; consequently, problems arise when curriculum planners must make decisions regarding such matters

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<sup>1</sup>Paul L. Dressel, Lewis B. Mayhew, and Earl J. McGrath, The Liberal Arts As Viewed by Faculty Members In Professional Schools (New York: Teachers College, Columbia University, 1959), p. 1.

<sup>2</sup>Ibid.

<sup>3</sup>C. L. Barnhart (ed.), The American College Dictionary (Syracuse, New York: The L. W. Singer Company, 1961), p. 702.

as which of the respective areas -- fine arts, or natural sciences, or humanities -- should be emphasized and to what degree of depth.

Through a broad curriculum of study, a liberal education purports to free a man's individuality, thus helping him to become a knowledgeable citizen and a contributing member to society. Furthermore, a liberal education which explores and provides experiences pertinent to many aspects of the arts is believed to increase the individual's enjoyment and appreciation of life in general.<sup>1</sup> Proponents of liberal arts curricula believe that this approach should act as a stimulus toward deepening interest in and continuing study of those areas; that a very limited number of individuals can truly appreciate or maintain an avid interest in subject matter areas which they do not clearly understand; and that after an individual experiences achievement in one area which has challenged his interest and ability, he seeks achievement in other related areas as well.<sup>2</sup>

Education in the technical or professional arts has as its purpose the development of skill in a particular art, science, profession, or trade, through specialized instruction.<sup>3</sup>

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<sup>1</sup>Mark Van Doren, Liberal Education (New York: Henry Holt and Company, 1943), p. 79.

<sup>2</sup>Ibid.

<sup>3</sup>Barnhart, op. cit., p. 1243.

Proponents of this approach believe that, in this modern age of scientific and technical development, the economic structure demands a technically specialized worker who is trained to do one specific "job" and to do it well.<sup>1</sup> Professional education is concerned with the technical arts as bases for the practical application of man's talents and knowledges.<sup>1</sup>

Since the objectives of both the liberal and technical arts are essential to the life of the individual in our society today, there arises a need for a proper balance between the two. After the establishment of a curriculum which emphasizes liberal arts courses, the introduction of courses related to the professional and technical arts is an easy and seemingly natural step in leading toward a balanced education. Thus, higher education has sought to synthesize the liberal and the technical arts, thus making it possible for a student to specialize in one area and, at the same time, to accumulate a miscellaneous collection of course credits. Furthermore, many liberal arts programs are becoming specialized in that emphasis is being placed upon specific techniques and skills whereas the technical arts are being liberalized in that emphasis is being placed upon understanding, attitudes, and values.<sup>2</sup>

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<sup>1</sup> Dressel, Mayhew, and McGrath, op. cit., p. 2.

<sup>2</sup> Ibid., p. 6-7.

Specific objectives which reflect a balance between the liberal and the technical arts should be established for purposes of instruction in and the evaluation of any course in education. Frequently, the specific objectives are categorized under the following headings: (1) knowledges to be acquired; (2) skills to be mastered; (3) attitudes and appreciations to be developed; and (4) habits and practices to be established.<sup>1</sup> The possibility of achieving the objectives is much greater if a course outline or unit of study is developed. The content of the course outline should proceed from the formulated objectives rather than from a haphazard approach. As a result of this procedure, a systematic method of evaluating student progress is evolved and is based upon the material covered within the course of study which, in turn, is based upon the previously formulated initial objectives.

#### Modern Dance As A Liberal and As A Technical Art

Modern dance as an art form exemplifies both the liberal and technical approaches to education since movement skills are used as the means for developing the physical body, expanding the personality, and heightening the

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<sup>1</sup> Jessie Feiring Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Company, 1928), pp. 294-298.

appreciation of the student.<sup>1</sup> As a liberal art, dance emphasizes the aspects of history and philosophy. There is a rather extensive body of literature on the subject of history, theory, and philosophy of dance.<sup>2</sup> Even though the nature of modern dance prohibits the reduction of its practice to a set of printed formulas, knowledge and understanding of the musical, spatial, and compositional aspects of movement can be learned.<sup>3</sup> In order to have an understanding of the aspects of movement, there are certain criteria which are useful in developing a knowledge and understanding of dance. Since modern dance is so closely associated with the other art forms, modern dance as an art form should meet the same criteria as those which obtain in all art forms: (1) creativity; (2) communicativeness; (3) independence; (4) clarity of form; (5) uplifting quality; and (6) high level of skill.<sup>4</sup>

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<sup>1</sup> Aileen Lockhart and Esther E. Pease, Modern Dance: Building and Teaching Lessons (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 1.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Anne Schley Duggan, Class Notes from the History and Philosophy of Dance, College of Health, Physical Education and Recreation, Texas Woman's University, Denton, Texas, 1968.

As a technical art, dance requires that skills and techniques must be developed through specialized training in order for the student to experience a real enjoyment, a perceptive awareness, and a conscious control of the movements of his body.

Modern dance, as distinct from other dance forms, has no fixed vocabulary of techniques but utilizes all appropriate forms of human movement. Knowledge and understanding of the infinite variety of these movements and of musical, spatial, floor, and compositional design must be acquired and synthesized in order to establish the framework from which modern dance, as a medium of expression, can evolve. The development of technical skills as well as the acquisition of knowledges with respect to the history, philosophy, values, and types of modern dance should be directed toward enabling the student to appreciate it as a fine art. The primary objective of modern dance, under the auspices of a physical education curriculum, is the attainment of kinesthetic perception and motor skills whereas the primary objective of modern dance under the auspices of the liberal arts curriculum is the development of appreciations and aesthetic values of performance.<sup>1</sup> A balance should

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<sup>1</sup> Diana Jordan, The Dance As Education (New York: Oxford University Press, 1938), pp. 50-51.

exist between the objectives of modern dance as a liberal art and as a technical art because, only through the medium of movement, can modern dance exist at all, and therefore, be appreciated.

#### The Importance of Objective, Reliable, and Valid Tests

In the opinion of the investigator, in order that the student of modern dance may derive the greatest benefit from his learning experiences, he should be subject to periodic reliable and valid tests, predicated upon the established objectives of the course in which he is enrolled. A number of different kinds of testing instruments exist and are classified according to their respective purposes. The commonly recognized instruments used to measure acquired knowledges are (1) achievement tests which have as their objective the measurement of a student's mastery of subject matter taught; (2) mental tests which are usually standardized instruments devised and used for measuring the capability of the student to learn; (3) aptitude or prognostic tests which make predictions of a student's future status, usually in a specific field of study; (4) diagnostic tests which yield detained information concerning a student's potential achievement in a specific field or fields of study, making possible the diagnosis of specific student

weaknesses; and (5) survey tests which are composed of a variety of items or exercises in a single field of study and which yield general or average measures of student achievement.<sup>1</sup>

Regardless of the purpose of the testing instrument used or the efficacy of its construction, a systematic procedure of teaching must be followed in order to insure its usefulness.<sup>2</sup> In other words, in order to insure the instrument's effectiveness, the teacher must provide the student with the content material upon which the test is based. Furthermore, if the student is to receive maximum benefit from evaluative procedures, the results of the test and the correct answers to each test item should be discussed with the student as soon as possible. Thus, he is encouraged to understand that a test serves as a personal guideline in revealing his needed areas of improvement.<sup>3</sup> In addition the instructor should develop lesson plans which are directed toward individual needs as revealed by the analysis of responses to a diagnostic test.<sup>4</sup> A test can serve as a true

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<sup>1</sup>M. E. Broom, Educational Measurements in the Elementary School (New York: McGraw-Hill Book Company, Inc., 1939), p. 14.

<sup>2</sup>M. Gladys Scott and Esther French, Better Teaching Through Testing (New York: A. S. Barnes and Company, 1945), p. 6.

<sup>3</sup>Ibid., pp. 6-7.

<sup>4</sup>Ibid., p. 6.

guideline for the teacher and student only if it is based upon the course content as it was presented in class because, only then, can the test evaluate accurately and reflect achievement and areas of needed improvement.<sup>1</sup> A course designed with the above suggestions in mind will help the student to understand and to accept the ultimate relationship between learning, testing, and personal development.<sup>2</sup>

It is the teacher's responsibility to know how to select and/or to develop a good test and how to use it to serve the aim and objectives of a course of study. Regardless of the purpose of the test, it should yield consistent results. It should possess the factors of objectivity, reliability, and validity, which are three basic criteria used in the evaluation of tests.<sup>3</sup>

Objectivity is defined as "the degree of uniformity in administering and scoring a test."<sup>4</sup> The objective test is considered more reliable than the essay and oral tests.<sup>5</sup>

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<sup>1</sup> Ibid.

<sup>2</sup> Ibid., p. 8.

<sup>3</sup> Scott and French, op. cit., p. 11

<sup>4</sup> H. Harrison Clark, The Application of Measurement to Health and Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1945), p. 32.

<sup>5</sup> Julian C. Stanley, Measurement in Today's Schools (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964), pp. 222, 260-261.

The objective test is usually considered to measure best the breadth of knowledge about an activity whereas the oral and essay tests are thought to be more desirable than the objective test when the depth of understanding about the activity is specified.<sup>1</sup>

Objectivity may be insured by adhering to the following criteria: (1) directions should be provided to guide the student to whom the test is administered; (2) debatable items should be omitted from the content of the test; (3) phrasing of the test items should not be ambiguous; and (4) a scoring key should be provided with only one correct answer to be marked for each item.<sup>2</sup> These criteria were followed by the investigator in an effort to insure objectivity of the original information test in beginning modern dance developed in conjunction with this study.

Reliability is defined as "the consistency or accuracy of measurement."<sup>3</sup> Three widely used methods of determining the reliability of a test are:

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<sup>1</sup>Clarke, op. cit., p. 32.

<sup>2</sup>Broom, op. cit., p. 18.

<sup>3</sup>Robert H. Koenker, Simplified Statistics (Bloomington, Illinois: McKnight and McKnight Publishing Company, 1961), p. 63.

<sup>4</sup>Ibid.

1. Administer the test, then repeat it at a later date, correlating the two sets of scores. This method is commonly referred to as the "test-retest" method. This method is used less frequently because of the difficulty of controlling the variety of conditions that exist during the administration of a test.
2. Administer the test, then obtain the pupils' scores on the odd items and even items; using the two scores, calculate a correlation coefficient usually designated by  $r$  1/2 1/2. In essence, the two halves are treated as separate tests. This method is commonly referred to as the "split-half" or "odd-even" method.
3. Administer one form of the test then administer a different form of the test at a later date, correlating the two sets of scores. This method is commonly referred to as the "equivalent form" or "two form" method. When accurate equivalent forms are constructed; the reliability coefficient yielded is relatively accurate.

The "odd-even" method of determining reliability was utilized in the presnet study for analyzing statistically the original information in beginning modern dance developed by the investigator since there was only one administration of the test.

Another essential criterion used in evaluating the content of a test is the factor of validity which is defined as "the degree to which a test measures what it purports to measure."<sup>2</sup> In other words, a test must serve the purpose for which it is intended. A test can be highly reliable, in that it yields consistent results, but fail to be valid, in

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<sup>1</sup> Ibid.

<sup>2</sup> Broom, op. cit., p. 16.

that it does not measure what it purports to measure. The most commonly used methods for determining the validity of a test are:

1. Construct a test and state it is valid because in the author's opinion and/or experts' opinion it covers the field to be tested. This method is generally acceptable for teacher made tests, and is frequently known as "curricular" or "content" validity.
2. Construct a test and administer it to a large group of individuals, then give these same individuals a test of known validity in the same area and correlate the two sets of scores. This method is widely used for establishing the validity of a standardized intelligence test or a standardized achievement test, and is referred to as "statistical validity."
3. Construct a test and administer it to a large group of individuals, then obtain some measure of success in the field and correlate the two sets of scores. This method is widely used in industry and is referred to as "predictive validity."
4. Construct and administer a test designed to measure the skills needed in some occupation or profession, then administer the test to the most successful and least successful individuals in that occupation and compare the difference between the mean achievement of the two groups by using a  $t$  test for the significance of the difference between means. This method is also referred to as "statistical validity."<sup>1</sup>

Since there was no standardized test available in the area of beginning modern dance, the method of curricular validity was used by the investigator in determining the validity of the original information test in beginning modern dance developed in conjunction with the present study.

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<sup>1</sup>Koenker, op. cit., pp. 65-66.

Upon reviewing the methods of constructing testing items, the multiple choice method was found to be the best for objective tests, and was selected as the type of test to be used for the present study. The multiple choice form of objective tests is rated by experts as "definitely superior to all other types for measuring inferential reasoning, reasoned understanding, or sound judgement and discrimination on the part of the pupil."<sup>1</sup> Also, it is regarded as being practically free from "response sets", which is the tendency for students to select one option more often than another.<sup>2</sup> "A test of the multiple choice type is defined as one in which each statement or question is followed by three to six possible answers of which only one is correct."<sup>3</sup> There are several forms of multiple choice items which may be used. These include:

1. A direct question followed by a number of responses, only one of which is correct and all others definitely incorrect.
2. A direct question followed by a number of responses, all or some of which are acceptable in various degrees but one of which is definitely better than any other. This is known as the "best answer" type of multiple choice.
3. An incomplete statement with several possible completions provided, one of which is to be selected.

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<sup>1</sup>H. C. Hawkes, E. F. Lindquist, and C. R. Mann  
The Construction and Use of Achievement Examinations  
 (Boston: Houghton Mifflin, 1936), p. 138.

<sup>2</sup>Ibid., p. 223.

<sup>3</sup>Broom, op. cit., p. 122.

4. An identification type of question, with a list or key of abbreviations for the choice of answers placed at the top and then a series of questions, with blank spaces provided for answers in the left hand column.

The "best answer" form is preferable to all other suggested forms since it tends to test for deeper knowledge.<sup>2</sup>

Scott and French state that:

The direct question form is better than the incomplete statement in that the students know from the outset what problem is being presented and are saved the time of rereading the question in connection with the responses. Moreover, the students must read all the responses and then decide which one is best.<sup>3</sup>

Concern for the development of an objective, reliable, and valid information test for undergraduate college students enrolled in a beginning course in modern dance prompted the investigator to undertake this study. In constructing the test, the investigator adhered to the objectives of beginning modern dance as a technical as well as a liberal art.

#### Statement of the Problem

The investigation entailed the development of an objective, reliable, and valid paper-and-pencil test for determining pertinent information acquired through a beginning undergraduate college course in modern dance.

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<sup>1</sup> Scott and French, op. cit., pp. 182-183.

<sup>2</sup> Ibid., p. 184.

<sup>3</sup> Ibid.

Students were tested during the 1968 summer session at selected colleges and universities. A course outline, developed by the investigator, served as the basis for constructing the information test. Objectivity of the test was established through its careful construction in the form of multiple choice statements followed by four alternative answers. The curricular validity of the test was determined through the evaluation of each test item by the members of a panel of experts who also comprised the membership of the Thesis Committee. The reliability of the test was determined by means of the Pearson-Product Moment Method of Correlation between the scores obtained from the odd and even numbered items of the test, corrected by the Spearman-Brown Prophecy Formula.

#### Definition and/or Explanation of Terms

For the purpose of clarification, the following definitions and/or explanations of terms were established for use throughout this study:

Information Test: The investigator utilized the definition by Good who states that "an information test is a test designed to measure the subject's knowledge of facts; it may cover various fields or a single restricted field."<sup>1</sup>

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<sup>1</sup>Carter Victor Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1969), p. 560.

Modern Dance: The investigator accepted the explanation of Turner who states that:

Modern, or contemporary, dance is an art form that uses movement as a medium of expression. It is the result of intentional ordering of movement by a choreographer. The movement is created in response to the re-experiencing of emotional values, which are thus given a new existence. The expressive movement is highly selected, spatially designed, and organized through rhythmic structure; the result is the communication of an idea, mood, feeling state, or situation.<sup>1</sup>

Rating Scale: The investigator utilized the definition by Good who states that

A rating scale is a device used in evaluating products, attitudes, or other characteristics of instructors or learners. (The usual form is an evaluation chart carrying suggestive points for checking.)<sup>2</sup>

#### Purpose of the Study

The general purpose of the study was to develop an objective, reliable, and valid test based upon a course outline in beginning modern dance which was developed by the investigator and which would measure the degree of information acquired about the subject by undergraduate college students enrolled in a one-semester course.

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<sup>1</sup>Margery J. Turner, Modern Dance for High School and College (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 1.

<sup>2</sup>Good, op. cit., p. 322.

### Limitation of the Study

This study was limited to the construction of an objective information examination comprised of forty-eight items in multiple choice form. Another limitation of the study was the content indicated in the course outline in beginning modern dance which served as the basis for the information test. The study was limited also with respect to the utilization of undergraduate college students enrolled in beginning modern dance classes during the 1968 summer session in selected colleges and universities as subjects to whom the original information test was administered.

### Survey of Selected Related Studies

A careful review of literature related to modern dance indicated that the present study was not identical with any previous one and that no previous attempt had been made to construct an objective, reliable, and valid paper-and-pencil test for determining the pertinent information acquired through a beginning undergraduate college course in beginning modern dance. Several studies reviewed by the investigator were similar to the present one in purpose, and/or scope and/or approach. The following studies were of assistance to the investigator in the development of her study.

Scott,<sup>1</sup> in cooperation with the Research Committee of the Central Association of Physical Education for College Women, constructed two objective information tests concerning swimming which might be used at the college level as a means of determining knowledges acquired or as a basis for classification and for grading. One test was developed for evaluating the knowledges required of beginning swimming students, and one test was developed for evaluating the knowledges required of intermediate swimming students. Each test, consisting of approximately sixty items in multiple choice and true-false form, was administered to 100 college women. The reliability of the tests was determined by means of the Pearson-Product Moment Method of Correlation between scores obtained from the odd and even numbered items of the test, corrected by the Spearman-Brown Prophecy Formula. The reliability coefficients were .88 for the beginning swimming test and .86 for the intermediate swimming test.

The present study and Scott's are similar in that both are concerned with the development of written information tests to be used for evaluating college students enrolled in physical education courses. The statistical treatment of the data is similar in that both investigators employed the Pearson-Product Moment Method of Correlation for determining

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<sup>1</sup>M. Gladys Scott, "Achievement Examinations for Elementary and Intermediate Swimming Classes," Research Quarterly, XI (1940), pp. 110-111.

reliability, corrected by the Spearman-Brown Prophecy Formula. For both studies, the index of discrimination and a difficulty rating were calculated for each test item. The two studies differ in that Scott was concerned with developing two objective information tests for evaluating undergraduate college or university students enrolled in beginning and intermediate swimming courses whereas the present investigator was concerned with developing an objective information test for evaluating undergraduate college or university students enrolled in a beginning modern dance course. The two studies also differ in that Scott's tests consist of multiple choice and true-false items whereas the present investigator's test consists of multiple choice items only. The two studies differ further in that the reviewed test items were based upon the material commonly taught in beginning and intermediate swimming classes whereas the present investigator's test items were based upon materials collected from beginning modern dance course outlines and from textbooks.

Scott,<sup>1</sup> constructed two objective information tests concerning tennis which might be used at the college level as a means of determining knowledges acquired, or as a basis for classification and for grading. One test was developed

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<sup>1</sup>M. Gladys Scott, "Achievement Examinations for Elementary and Intermediate Tennis Classes," Research Quarterly, XII (1941), pp. 40-49, 242-253.

for evaluating the knowledges required of beginning tennis students and one test was developed for evaluating the knowledges required of intermediate tennis students. The test designed for beginning students consisted of approximately seventy-five items in multiple choice and true-false form and was administered to 400 college students whereas the test designed for intermediate tennis students consisted of approximately seventy-five items in multiple choice and true-false form and was administered to 300 college students. The reliability of the tests was determined by means of the Pearson-Product Moment Method of Correlation between scores obtained from the odd and even numbered items of the test, corrected by the Spearman-Brown Prophecy Formula. The reliability coefficients were .87 for the beginning tennis test and .78 for the intermediate tennis test.

The present study and Scott's are similar in that both are concerned with the development of written information tests to be used for evaluating undergraduate college students enrolled in physical education courses. Both are similar in that they are concerned with the inclusion of these materials considered important by the members of a committee. The statistical treatment of the data is similar in that both investigators used the Pearson-Product Moment Method of Correlation for determining reliability, corrected by the Spearman-Brown Prophecy Formula. For both studies, the index

of discrimination and a difficulty rating were calculated for each test item. The two studies differ in that Scott was concerned with developing two objective information tests for evaluating undergraduate college or university students enrolled in beginning and intermediate tennis courses whereas the present investigator was concerned with developing an objective information test for evaluating undergraduate college or university students enrolled in a beginning modern dance course. The two studies also differ in that Scott's tests consist of multiple choice and true-false items whereas the present investigator's test consists of multiple choice items only.

Herbrand<sup>1</sup> constructed two objective information tests concerning swimming classes at the Texas Woman's University in Denton, Texas, which might be used at the college level as a final examination. One test was developed for evaluating the knowledges required of beginning swimming students, and one test was developed for evaluating the knowledges required of intermediate swimming students. The study was limited to 169 beginning swimmers and 192 intermediate swimmers enrolled in undergraduate college swimming classes. Each test consisted of items in multiple choice, matching, recall, and true-false forms. The content for each examination

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<sup>1</sup>Muriel Agnes Herbrand, "Construction of Two Objective-Type Information Examinations in Swimming for Beginning and Intermediate Classes at the Texas Woman's University, Denton, Texas," (Unpublished master's thesis, Texas Woman's University, Denton, Texas, 1957).

was obtained from perusal of course outlines developed by faculty members in the College of Health, Physical Education, and Recreation at the Texas Woman's University in Denton, Texas. All items were submitted to a jury of experts for evaluation and then revised in accordance with suggestions made by the members of the jury. The revised tests were administered to the selected subjects enrolled in each instructional class at the end of the first semester and to those enrolled during the second semester of the academic year of 1956-1957. The reliability of the tests was determined by means of the Pearson-Product Moment Method of Correlation between scores obtained from the odd and even numbered items of the test, corrected by the Spearman-Brown Prophecy Formula. The reliability coefficients were .77 for the beginning swimming test and .78 for the intermediate swimming test.

The present study and Herbrand's are similar in that both are concerned with the development of written information tests to be used for evaluating undergraduate college students enrolled in physical education courses. Both are similar in that they involve the submission of potential test items to a jury of experts for evaluation and revision of these test items in accordance with the suggestions made by the members of this jury. The statistical treatment of the data is similar in that both investigators used the Pearson-Product Moment Method of Correlation for determining reliability

between scores obtained from the odd and even numbered items of the tests, corrected by the Spearman-Brown Prophecy Formula. For both studies, the index of discrimination and a difficulty rating were calculated for each test item. The two studies differ in that Herbrand was concerned with developing two objective information tests for evaluating undergraduate college or university students enrolled in beginning and intermediate swimming courses whereas the present investigator was concerned with developing an objective information test for evaluating college or university students enrolled in a beginning modern dance course. The two studies also differ in that Herbrand administered the two tests at the end of the fall semester and at the end of the spring semester of an academic year whereas the present investigator administered the test at the end of the summer session only. The two studies also differ in that Herbrand's tests consists of multiple choice, matching, recall, and true-false items whereas the present investigator's test consists of multiple choice items only.

Hardin<sup>1</sup> constructed an objective information test concerning bowling which might be used at the college level

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<sup>1</sup>Ruby Lou Hardin, "The Construction of an Information Examination for College Students Enrolled in Bowling Classes," (unpublished masters thesis, Texas Woman's University, Denton, Texas, 1961).

as a means of determining knowledges acquired or as a basis for classification and for grading. The test consisted of 120 items in multiple choice, best answer, and true-false forms and was administered to 446 students at selected colleges and universities.

A preliminary letter explaining the nature of the study was mailed to the instructors of bowling at selected colleges and universities in the Dallas and Denton, Texas area. Course outlines developed by faculty members in the College of Health, Physical Education, and Recreation at the Texas Woman's University, and textbooks related to bowling were utilized in determining the content of the test. All items were submitted to a jury of experts for their evaluation and then revised in accordance with suggestions made by the members of this jury. Answer sheets and specific directions for the administration of the examination were prepared and mailed to the instructors who had agreed to administer the test to their respective students. The reliability of the test was determined by means of the Pearson-Product Moment Method of Correlation between scores obtained from the odd and even numbered items of the test, corrected by the Spearman-Brown Prophecy Formula. The reliability coefficient of the test was .52.

The present study and Hardin's are similar in that both are concerned with the development of written information

tests for evaluating undergraduate college and university students enrolled in physical education courses. Both studies are similar also in that the examinations were administered to subjects from selected colleges and universities. They are similar further, in that course outlines and textbooks were used as a basis for the development of test items. For both studies, the test items were submitted to the members of the Thesis Committee for evaluation and revised in accordance with the suggestions made by these individuals. Both studies are similar in that course outlines of the content to be included in the courses and the examinations were prepared and mailed to the course instructors at the selected colleges and universities. The statistical treatment of the data in both studies is similar in that the reliability of the original tests was determined by means of the Pearson-Product Moment Method of Correlation between the scores obtained from the odd and even numbered items, corrected by the Spearman-Brown Prophecy Formula. For both studies, the index of discrimination and difficulty rating are calculated for each item. The two studies differ in that Hardin was concerned with developing an information test for evaluating college or university students enrolled in a beginning bowling course whereas the present study is concerned with developing an information test for evaluating college or university students enrolled in a beginning

modern dance course. The two studies differ also in that Hardin's test consists of multiple choice, best answer, and true-false items whereas the present investigator's test consists of multiple choice items only.

#### Sources of Data

The data utilized in the study were gathered from the following documentary sources: books, periodicals, pamphlets, and bulletins related to all aspects of the study; published and unpublished information tests; and course outlines of undergraduate courses in beginning modern dance from selected colleges and universities. Human sources utilized were: one-hundred undergraduate students enrolled in beginning modern dance classes in selected colleges and universities; and members of the Thesis Committee who also served as the panel of experts to establish the curricular validity of the test.

#### SUMMARY

"The purpose which runs though and strengthens all other educational purposes -- the common thread of education -- is the development of the ability to think."<sup>1</sup> In order to accomplish this purpose, students must gain some understanding of the scope of man's existing knowledges with specific reference to an understanding of the history of education. Included in this review is an account of broad educational objectives

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<sup>1</sup>Education Policies Commission, op. cit., p. 16.

which have been described as appreciation for the worth of intellectual achievement; ability to make discriminating judgements amid conflicting claims of truth; heightened sensitivity to the limitations of known knowledges; and intellectual and spiritual devotion to an understanding of the values inherent in a good life.<sup>1</sup>

Proponents of the liberal and the technical arts, respectively, have long been involved in a debate in order to determine which one of these approaches would best serve the expressed aim and objectives of higher education.<sup>2</sup>

One faction believes that the aim of education should be that of preparing students to take their proper roles in a democratic society by means of a liberal arts education whereas the other faction believes that the aim of education should be that of preparing students for a selected vocation or a profession.<sup>3</sup>

In general, in the United States of America, the liberal arts colleges are those requiring instruction in the fine arts, in the natural sciences, and in the humanities.<sup>4</sup> The usual program in such an institution is planned to acquaint

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<sup>1</sup>Millett, op. cit., pp. v-vi.

<sup>2</sup>Dressel, Mayhew, and McGrath, op. cit., p. 1.

<sup>3</sup>Ibid.

<sup>4</sup>Barnhart, op. cit., p. 702.

the student with a broad range of knowledges for his individual and personal satisfaction. Education in the technical or professional arts has as its purpose the development of skill in a particular art, science, profession, or trade, through specialized instruction. Proponents of this approach believe that in this modern age of scientific and technical development, the economic structure demands a technically specialized worker who is trained to do one specific job and to do it well.<sup>1</sup>

Since the objectives of both the liberal and technical arts are essential to the life of the individual in our society today, there arises a need for a proper balance between the two. After the establishment of a curriculum which emphasizes liberal arts courses, the introduction of courses related to the professional and technical arts is an easy and seemingly natural step in leading toward a balanced education.

Specific objectives which reflect a balance between the liberal and the technical arts should be established for purposes of instruction in and the evaluation of any course in education. Frequently, these objectives are categorized under the following heading: (1) knowledges to be acquired;

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<sup>1</sup>Van Doren, op. cit., p. 79.

(2) skills to be mastered; (3) attitudes and appreciations to be developed; and (4) habits and practices to be established.<sup>1</sup>

Modern dance as an art form exemplifies both the liberal and technical approaches to education since movement skills are used as the means for developing the physical body, expanding the personality, and heightening the appreciation of the students.<sup>2</sup> As a liberal art, dance emphasized the aspects of history and philosophy. As a technical art, dance required that skills and techniques must be developed through specialized training in order for the student to experience a real enjoyment, a perceptive awareness, and a conscious control of the movement of his body. A balance should exist between the objectives of modern dance as a liberal art and as a technical art, because only through the medium of movement, can modern dance exist at all, and therefore, be appreciated.

In the opinion of the investigator, in order that the student of modern dance may derive the greatest benefit from his educational experiences, he should be subject to periodic reliable and valid tests, predicated upon the established course objectives. Regardless of the purposes of the testing instrument used or the efficacy of its

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<sup>1</sup>Williams, op. cit., p. 294-298.

<sup>2</sup>Lockhart and Pease, op. cit., p. 1.

construction, a systematic procedure of teaching must be followed in order to insure its usefulness.<sup>1</sup>

It is the teacher's responsibility to know how to select and/or develop a good test and how to use it to serve the aim and objectives of a course of study. Regardless of the purpose, it should yield consistent results. It should possess the factors of objectivity, reliability, and validity, which are three basic criteria universally recognized as essential in the evaluation of tests.

The general purpose of the present study was to develop an objective, reliable, and valid paper-and-pencil test based upon a course outline in beginning modern dance which was developed by the investigator and which would measure the degree of information acquired about the subject. Undergraduate students enrolled in beginning modern dance courses in selected colleges and universities were tested during the 1968 summer session.

For the purpose of clarification, the following definitions and/or explanations of terms were established for use throughout this study: information test; modern dance; and rating scale.

This study was limited to the construction of an objective information examination comprised of forty-eight

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<sup>1</sup>Scott and French, op. cit., p. 6.

items in multiple choice form. Another limitation of the study was the content indicated in the course outline which served as the basis for the information test.

A careful review of literature indicated that the present study was not identical with any previous one. Several studies reviewed by the investigator were similar to the present one in purpose, and/or scope, and/or approach. The following studies were of assistance to the investigator in the development of her study; "Achievement Examinations for Elementary and Intermediate Swimming Classes," by M. Gladys Scott; "Achievement Examinations for Elementary and Intermediate Tennis Classes," by M. Gladys Scott; "Construction of Two Objective-Type Information Examinations in Swimming for Beginning and Intermediate Classes at the Texas Woman's University, Denton, Texas," by Muriel Agnes Herbrand; and "The Construction of an Information Examination for College Students Enrolled in Bowling Classes," by Ruby Lou Hardin.

The data utilized in the study were gathered from the following documentary sources: books, periodicals, pamphlets, and bulletins related to all aspects of the study; theses, dissertations, and other unpublished reports of research related to all aspects of the study; published and unpublished information tests; and course outline of undergraduate courses in beginning modern dance from selected

colleges and universities. Human sources utilized were: one-hundred undergraduate students enrolled in beginning modern dance classes in selected colleges and universities; and members of the Thesis Committee who also served as the panel of experts to establish the curricular validity of the test.

In Chapter II the investigator discusses the procedures used in the development and evaluation of an objective, reliable, and valid test which would measure the amount of information acquired about modern dance by undergraduate college students during a one semester course in beginning modern dance.

## CHAPTER II

### PROCEDURES

The purpose of this study was to develop an objective, reliable, and valid test which would measure the amount of information acquired about modern dance by undergraduate college students during a one semester course in beginning modern dance. The study involved the establishment of specific objectives for a course outline for beginning modern dance classes, the construction of an objective information test comprised of forty-eight items in multiple choice form, based upon the established course outline, and the administration of the test to one hundred undergraduate students enrolled in beginning modern dance classes in selected colleges and universities during the summer session of 1968.

#### Preliminary Procedures

Information pertinent to all phases of the study was surveyed, studied, and assimilated from available documentary and human sources. The investigator found no previous study which was directly related to the present one but others which were related to specific aspects of the present investigation were utilized.

A Tentative Outline of the study was developed and presented at a Graduate Seminar of the College of Health, Physical Education and Recreation at the Texas Woman's University in Denton, Texas, during the spring semester of 1968. The outline was revised according to suggestions offered by the members of the Thesis Committee and other individuals attending the Graduate Seminar, and a Prospectus of the approved study was filed in the Office of the Dean of Graduate Studies at the Texas Woman's University in Denton, Texas

#### Procedures Followed in the Development of the Course Outline

The investigator determined, in consultation with members of the Thesis Committee, the four main areas of objectives to be used as bases for construction of a course outline for beginning modern dance. The four areas of objectives, designed by the well known educator, the late Jesse Feiring Williams,<sup>1</sup> and accepted for use in the course outline were designated as: (1) knowledges to be acquired; (2) skills to be mastered; (3) attitudes and appreciations to be developed; and (4) habits and practices to be established.

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<sup>1</sup>Jesse Feiring Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Company, 1928), p. 294-298.

In developing the course outline, the investigator placed major emphasis upon the area concerned with knowledges to be acquired since she felt that these knowledges provided the background material necessary for further accomplishment in a course of beginning modern dance. The specific objectives included in this area were: (1) to understand dance as an art form and the principles which characterize it as an art form; (2) to know the history of dance and the contributions made by selected dance artists; (3) to recognize and to understand the differences and the similarities among four basic types of dance; (4) to know the various recognized approaches to choreography for dance as an art form movement, music, idea, form, and rhythmic devices.

The investigator made a documentary analysis of the information contained in selected course outlines and selected books, periodicals, encyclopedias, and dictionaries pertinent to beginning modern dance classes for undergraduate college students. A course outline was then completed and submitted to the members of the thesis committee for suggestions, revisions, and deletions. The course outline was revised in accordance with the suggestions made by the members of the Thesis Committee, and a final form was completed.

The following criteria were used in selecting the colleges and universities used in the study: (1) a course in beginning modern dance must be offered during the summer session of 1968; (2) ample time must be allocated for the presentation of the material included in the course outline; (3) the modern dance courses should be classified as physical education activity classes; (4) the schools should be located geographically in the southern, southwestern, or western areas of the United States. A list of forty colleges and universities which satisfied the established criteria was compiled from college and university catalogues, the Dance Directory,<sup>1</sup> and Webster's New Collegiate Dictionary.<sup>2</sup>

After further evaluation, only twenty of the forty colleges and universities which satisfied the established criteria were retained. The investigator telephoned the modern dance instructors at these twenty selected colleges and universities during the first two weeks of June of 1960. From these personal telephone calls, the investigator discovered that only seven of these twenty colleges and universities satisfied all of the established criteria for

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<sup>1</sup>Eugenie Doxier, Dance Directory (Washington D.C.: American Association for Health, Physical Education, and Recreation, 1963).

<sup>2</sup>Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. and C. Merriam C., Publishers, 1959, pp. 1160-1174).

participation in the study. The investigator then obtained agreement from the respective instructors of modern dance in the seven selected colleges and universities to cooperate with the investigator in the completion of the proposed study. Two of the seven colleges and universities which agreed to cooperate with the study found it impossible to do so. The instructor of modern dance at Florida State University in Tallahassee, Florida, felt that the content of the course outline was too extensive to cover in the allotted class time. For this reason, she decided against administering the information test which was based on the course outline developed by the investigator. The dance instructor at Northwestern State College in Natchitoches, Louisiana, received the test too late for administration to her beginning modern dance class.

The students utilized in this study as subjects were enrolled in beginning modern dance classes in the following colleges and universities: Texas Technological College in Lubbock, Texas; Southeastern State College in Hammond, Louisiana; University of Colorado in Boulder, Colorado; Southern University in Baton Rouge, Louisiana; and Grambling College in Grambling, Louisiana.

A preliminary letter explaining the nature of the study, copies of the course outline, and a postal card, requesting the number of tests which would be needed, were

mailed to the instructors of beginning modern dance who had agreed to administer the test to students enrolled in their classes. Copies of the preliminary letter, course outline, and postal card appear in the Appendix of this thesis.

#### Procedures Followed in the Development of the Original Information Test

The content of the course outline, a copy of which is in the Appendix of this thesis, served as the resource material from which the items to be included in the original information test were selected, compiled, and categorized. The investigator constructed 120 test items in the form of multiple choice, "best answer" type of question. This type of question was selected because it requires the student to differentiate between answers of which all are plausible but only one is correct. Furthermore, the multiple choice, "best answer" type of question requires the student to have an understanding of the basic principles involved, the ability to discriminate, and the ability to apply knowledges acquired.

The test items were grouped according to four major areas: (1) modern dance in general; (2) history and personalities of modern dance; (3) locomotor and axial movements involved in modern dance; and (4) basic compositional elements involved in modern dance.

Each test item was typed on an index card with the correct answer recorded on the back side of the card. The test items appearing on the cards were reviewed twice by an expert in test construction -- a member of the Thesis Committee. Upon the suggestion of the expert, 116 test items were accepted and then reviewed for content by a panel of experts in modern dance. The panel of experts was comprised of the members of the investigator's Thesis Committee as well as six graduate students and five experienced teachers of modern dance. In compliance with the panel of expert's suggestions, 104 test items were accepted and/or revised and twelve test items were deleted.

The investigator then prepared a scale for rating each of the 104 test items. The initial 104 test items were grouped according to the four major areas described above and submitted with the rating scale to the panel of experts in dance. The following directions for rating each test were given:

Rate the following test items as GOOD (appropriate in present state to be used in test), FAIR (appropriate to use in test but could be improved), POOR (inappropriate for use in test). Circle G for GOOD, F for FAIR, or P for POOR in the numbered blanks which correspond with the number beside each test item. Please feel free to make suggestions for the improvement of any test item on this form.

The letters G for GOOD, F for FAIR, and P for POOR appeared at the right of each test item with a number corresponding to the number of the test item at the left. The rating scales were collected and a frequency distribution was made which allowed for the recording of the number of times a test item was rated as good, fair, or poor, thus establishing curricular validity for each test item. Those test items rated as either good or fair by the panel of experts were revised and retained for inclusion in the final information test. Those items rated as poor by only one expert were revised and retained whereas those items rated as poor by two or more experts were deleted from the final information test. After deletions were made, sixty-five test items remained. These were reviewed by the members of the Thesis Committee and further suggestions, corrections, and deletions were made. Forty-eight test items were revised and/or retained for the final draft of the original information test.

Upon analyzing the forty-eight test items it was found that the proportion of emphasis for each of the four major areas comprising the test were (1) dance in general, nine per cent; (2) history and personalities of modern dance, twenty-five per cent; (3) locomotor and axial movements involved in modern dance, forty-two per cent; and (4) basic compositional elements involved in modern dance, twenty-five per cent.

The items were arranged in order of increasing difficulty as determined empirically by the investigator with respect to the various areas covered. The test items were distributed so that no two items concerning the same major area followed one another. The final form of the information test was completed in accordance with the multiple choice, "best answer" format and was approved by the members of the Thesis Committee. A copy of the information test appears in the Appendix of this thesis.

An answer sheet was devised to accompany the original information test in beginning modern dance. Space was provided on the answer sheet for recording the student's name, score, the date on which the test was administered, the name of the college, and the examination number which was recorded by the investigator before mailing the form to the instructor. Directions stated for marking on the answer sheet were: "Make a heavy cross (X) through the letter corresponding to the best answer to each question." Numbers corresponding to the test item numbers were arranged in three columns with the letters "a, b, c, d" at the right of each number. A copy of the answer sheet appears in the Appendix of this thesis.

A grading key, to be used at the discretion of each instructor administering the test, was developed. The key consisted of a test form and a correctly marked answer sheet.

An accompanying letter giving the directions for administering the test was sent to each instructor. Directions stated on the test form and in the letter read: "Allow approximately forty minutes to take the test. Give each student one copy of the test and one answer sheet."

A letter, giving directions for administering the test; copies of the test; student answer sheets; a grading key; and a stamped self-addressed envelope in which to return the answer sheets were mailed to each of the instructors of beginning modern dance who had agreed to administer the test. Copies of the letter, test, and answer sheet appear in the Appendix of this thesis.

Procedures Followed in the Establishment  
of the Objectivity, Reliability,  
Validity of the Final Test

Objectivity of the test was established through its careful construction in the form of multiple choice statements followed by four alternative answers. In order to increase the objectivity of the test, directions for administering the test were stated on the test forms as well as in the accompanying letter to the instructors. Precise scoring methods were employed by the investigator.

### Reliability

Data obtained from the administration of the test to the one-hundred students enrolled in beginning modern dance classes were tabulated and subjected to statistical analysis by the use of computer services. Two scores were noted for each paper: one for all correct even-numbered test items, and one for all correct odd-numbered test items. The correlation between the sum of the scores of the odd-numbered test items and the sum of the scores of the even-numbered test items was determined by means of the Pearson-Product Moment Method of Correlation. The Spearman-Brown Prophecy Formula was then utilized to predict the reliability for the full length of the test.

### Validity

An item analysis was made of the raw data collected. The item analysis revealed three qualities inherent in each test item: (1) the difficulty of each item; (2) the efficiency of each item to discriminate between the students who knew the correct answers and those who did not know the correct answers; and (3) the frequency with which each of the four foils or each test item was chosen.<sup>1</sup>

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<sup>1</sup>Barrow and McGee, p. 509.

The method used in computing the index of discrimination and difficulty rating for each test item was the "Variation of the Flanagan Method."<sup>1</sup>

The index of discrimination or validity of each test item was obtained by computing the number of times that each test item was answered correctly, arranging the items in descending order with respect to the number of times that each was answered correctly, and computing the number of correct responses in the lower grouping of twenty-seven per cent and subtracting from the number of correct responses in the upper grouping of twenty-seven per cent.<sup>2</sup> This percentage is suggested as being the minimum percentage to be used in defining the upper and lower groups.<sup>3</sup> This difference was then divided by the number of answer sheets in one group. The investigator then examined the foils to each test item. Items were considered unacceptable if the indices of discrimination were below fifteen.<sup>4</sup> All items or foils within each test question which were of questionable value were either revised or discarded whereas the items which

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<sup>1</sup>Barrow and McBee, p. 509.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 514.

<sup>4</sup>Ibid.

had satisfactory degrees of difficulty or non-functioning foils were revised and retained.

The degree of difficulty for each test item was determined by adding the number of correct responses in both the upper twenty-seven per cent and the lower twenty-seven per cent groups, and dividing the sum of those correct responses by the total number of respondents being used in the statistical analysis.<sup>1</sup> Items were considered unacceptable if the degree of difficulty was above ninety or below ten whereas the items which had satisfactory indices of discrimination were retained.

Procedures Followed in the Establishment  
of the Mean, Standard Deviation and  
Standard Error of the Mean  
of the Final Test

Since the investigator was interested in knowing how well the group scored on the examination and the amount of variability within the group, the mean, standard deviation, and standard error of the mean were calculated.

A group frequency distribution was prepared, the mean was computed, and the standard deviation was obtained. The standard deviation revealed how much the scores in the distribution deviated from the mean. The standard error of

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<sup>1</sup>Barrow and McGee, op. cit., p. 514.

the mean was then applied to determine the reliability or stability of the mean of the entire group tested in relation to a population.

### Summary

The purpose of this study was to develop an objective, reliable, and valid test which would measure the amount of information acquired about modern dance by undergraduate college students enrolled in a summer session course in beginning modern dance in selected colleges and universities. Information pertinent to all phases of the study was surveyed, studied, and assimilated from available documentary and human sources. A Tentative Outline of the study was developed and presented at a Graduate Seminar of the College of Health, Physical Education and Recreation at the Texas Woman's University in Denton, Texas, during the Spring, 1968. The outline was revised and a Prospectus of the approved study was filed in the Office of the Dean of Graduate Studies at the Texas Woman's University in Denton, Texas.

The investigator determined in consultation with members of the Thesis Committee, the four main areas of objectives to be used as bases for construction of a course outline for beginning modern dance. The four main areas of objectives were: (1) knowledges to be acquired; (2) skills to be mastered; (3) attitudes and appreciations to be

developed; and (4) habits and practices to be established. The investigator made a documentary analysis of the information contained in selected course outlines and selected books, periodicals, encyclopedias and dictionaries pertinent to beginning modern dance classes for undergraduate college students. A course outline was then completed and revised in accordance with suggestions from the Thesis Committee.

Criteria were established in selecting the colleges and universities used in the study during the summer session of 1968. A list of forty colleges and universities which satisfied the established criteria was compiled. After further evaluation, only twenty of the forty colleges and universities which best satisfied the established criteria were retained. From those twenty colleges and universities, only five felt it possible to administer the test. The students utilized in this study as subjects were enrolled in beginning modern dance classes at the following colleges and universities: Grambling College in Grambling, Louisiana; Southeastern State College in Hammond, Louisiana; Southern University in Baton Rouge, Louisiana; Texas Technological College in Lubbock, Texas; and the University of Colorado in Boulder, Colorado.

A preliminary letter explaining the nature of the study, copies of the course outline, and a postal card, requesting

the number of tests which would be needed, were mailed to the instructors of beginning modern dance who had agreed to administer the test to students enrolled in their classes.

The content of the course outline served as the resource material from which the items to be included in the original information test were selected, compiled, and categorized. The investigator constructed 120 test items in the form of multiple choice, "best answer" type of question. In compliance with the opinions of experts in the field of test construction and in the field of dance, 104 test items were accepted and/or revised. The investigator then prepared a scale for rating each of the 104 test items. The initial 104 test items were submitted with the rating scale to the panel of experts in dance. The rating scales were collected and a frequency distribution was made which allowed for the recording of the number of times a test item was rated as good, fair, or poor, thus establishing curricular validity for each test item. Those test items rated as either good or fair by the panel of experts were revised and retained for inclusion in the final information test. After deletions were made, sixty-five test items remained. These were reviewed by members of the Thesis Committee and further suggestions, corrections, and deletions were made. Forty-eight test items were revised and/or retained for the final draft of the original information test in beginning modern

dance for undergraduate college students. The items were arranged in order of increasing difficulty as determined empirically by the investigator. The final form of the information test was completed in accordance with the multiple choice, "best answer" format and was approved by the Thesis Committee.

A letter, giving directions for administering the test; copies of the test; student answer sheets; a grading key; and a stamped self-addressed envelope in which to return the answer sheets were mailed to each of the instructors of beginning modern dance who had agreed to administer the test.

Objectivity of the test was established through its careful construction in the form of multiple choice statements followed by four alternative answers. In order to increase the objectivity of the test, directions for administering the test were stated on the test forms as well as in the accompanying letters to the instructors. Precise scoring methods were employed by the investigators.

Data obtained from the administration of the test to the one-hundred students enrolled in beginning modern dance classes were tabulated and subjected to statistical analysis by the use of computer services. The correlation between the sum of the scores of the odd-numbered test items and the even-numbered test items was determined by means of the

Pearson-Product Moment Method of Correlation. The Spearman-Brown Formula was then utilized to predict the reliability for the full length of the test.

An item analysis was made of the raw data collected. The method used in computing the index of discrimination or validity and difficulty rating for each item was the "Variation of the Flanagan Method."<sup>1</sup>

Since the investigator was interested in knowing how well the group scored on the examination and the amount of variability within the group, the mean, standard deviation, and standard error of the mean were calculated. A group frequency distribution was prepared, the mean was computed, and the standard deviation was obtained.

In Chapter III the investigator presents the analysis of the data and discusses the findings of the data obtained from a test comprised of forty-eight multiple choice test items which was administered to one-hundred undergraduate students enrolled in beginning modern dance courses at the selected colleges and universities.

### CHAPTER III

#### PRESENTATION OF DATA WITH ANALYSIS AND DISCUSSION OF FINDINGS

The purpose of the study was to develop an objective, reliable, and valid test which would measure the amount of information acquired about modern dance by undergraduate college students enrolled in selected colleges and universities during a one-semester course in beginning modern dance.

The original objective information test comprised of forty-eight items in multiple choice form was administered to one-hundred undergraduate college students enrolled in a one-semester course in beginning modern dance at the following selected colleges and universities: Grambling College in Grambling, Louisiana; Southeastern State College in Hammond, Louisiana; Southern University in Baton Rouge, Louisiana; Texas Technological College in Lubbock, Texas; and the University of Colorado in Boulder, Colorado. The students were each given written instructions with respect to the procedures for answering the questions and for recording their answers on the answer sheets provided by the investigator.

### Reliability of the Original Information Test

Data obtained from the administration of the test to the one hundred students enrolled in beginning modern dance classes were tabulated and subjected to statistical analysis by the use of computer services at Northeast Louisiana State College in Monroe, Louisiana. The returned answer sheets were arranged in numerical order and the forty-eight test items were each numbered in a designated column. Two scores were noted for each paper: one for all the correct even-numbered questions, and one for all the correct odd-numbered questions.<sup>1</sup> The reliability coefficient of correlation obtained between the odd-numbered items and the even-numbered items as determined by means of the Pearson-Product Moment Method of Correlation was .78. The coefficient of correlation which resulted was actually the reliability of a test only half the length of the one administered. When the Spearman-Brown Prophecy Formula was applied to the obtained reliability coefficient of correlation in order to predict the reliability for the full length of the test, it resulted in a high reliability coefficient of .99. Since the investigator had no way of determining the degrees of difficulty of the items until after the test had been administered to a large sampling, and since she could not

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<sup>1</sup>Barrow and McGee, op. cit., p. 520.

arrange the items so that there was an equivalence of difficulty among the odd-numbered items and the even-numbered items, such equivalence was assumed by the investigator.

#### Validity of the Original Information Test

An item analysis was made for the raw data collected in order to determine the validity of each item or the extent to which each of the forty-eight items would be acceptable when revising the test. The item analysis is presented in Table I. Also indicated are those items in need of deletion and those foils in need of revision.

For the original information test designed for students enrolled in beginning modern dance classes, the indices of discrimination ranged from -0.01 through 0.82 and the degrees of difficulty ranged from .37 through .94. Those items with degrees of difficulty below .10 and above .90, and those items with indices of discrimination below .15 were indicated as needing deletion. Foils which were selected by less than two per cent of the students were considered non-functional and in need of deletion or revision. Specifically the item analysis revealed that a total of eleven test items would be deleted from the original information test because they had indices of discrimination which were below .15. Of these eleven items, five had a difficulty rating which was below .90.

TABLE I

ITEM ANALYSIS OF THE BEGINNING MODERN DANCE TEST  
FOR UNDERGRADUATE COLLEGE STUDENTS  
DEVELOPED BY THE INVESTIGATOR

| Items | Degree of Difficulty | Index of Discrimination | Non-Functioning Foils | Items to be Deleted or Revised |
|-------|----------------------|-------------------------|-----------------------|--------------------------------|
| 1     | 0.87                 | 0.17                    |                       | revise                         |
| 2     | 0.65                 | 0.34                    |                       |                                |
| 3     | 0.91                 | 0.10                    | d                     | delete                         |
| 4     | 0.93                 | 0.06                    |                       | delete                         |
| 5     | 0.79                 | 0.20                    |                       |                                |
| 6     | 0.91                 | 0.03                    |                       | delete                         |
| 7     | 0.82                 | 0.13                    |                       | delete                         |
| 8     | 0.84                 | 0.17                    |                       |                                |
| 9     | 0.79                 | 0.13                    |                       | delete                         |
| 10    | 0.87                 | 0.24                    | a                     | revise                         |
| 11    | 0.50                 | 0.37                    |                       |                                |
| 12    | 0.75                 | 0.27                    | b d                   | revise                         |
| 13    | 0.62                 | 0.68                    |                       |                                |
| 14    | 0.84                 | 0.24                    |                       |                                |
| 15    | 0.84                 | 0.17                    | d                     | revise                         |
| 16    | 0.72                 | 0.48                    |                       |                                |
| 17    | 0.72                 | 0.41                    |                       |                                |
| 18    | 0.58                 | 0.75                    |                       |                                |
| 19    | 0.84                 | 0.17                    |                       |                                |
| 20    | 0.81                 | 0.37                    |                       |                                |
| 21    | 0.81                 | 0.31                    |                       |                                |
| 22    | 0.89                 | 0.20                    | c                     | revise                         |
| 23    | 0.94                 | 0.03                    |                       | delete                         |
| 24    | 0.77                 | 0.37                    | a                     | revise                         |
| 25    | 0.93                 | 0.06                    |                       | delete                         |
| 26    | 0.62                 | 0.75                    | a                     | revise                         |
| 27    | 0.68                 | 0.55                    |                       |                                |
| 28    | 0.87                 | 0.24                    |                       |                                |
| 29    | 0.89                 | 0.13                    |                       | delete                         |
| 30    | 0.37                 | 0.13                    |                       | delete                         |
| 31    | 0.79                 | 0.27                    | c                     | revise                         |
| 32    | 0.48                 | 0.82                    |                       |                                |
| 33    | 0.63                 | 0.58                    |                       |                                |
| 34    | 0.70                 | 0.58                    |                       |                                |
| 35    | 0.67                 | 0.03                    |                       | delete                         |
| 36    | 0.62                 | 0.27                    |                       |                                |
| 37    | 0.55                 | 0.34                    | c d                   | revise                         |
| 38    | 0.84                 | 0.24                    |                       |                                |
| 39    | 0.46                 | 0.44                    |                       |                                |

TABLE I (continued)

| Items | Degree of Difficulty | Index of Discrimination | Non-Functioning Foils | Items to be Deleted or Revised |
|-------|----------------------|-------------------------|-----------------------|--------------------------------|
| 40    | 0.58                 | 0.27                    | b                     | revise                         |
| 41    | 0.51                 | 0.82                    |                       |                                |
| 42    | 0.51                 | 0.27                    |                       |                                |
| 43    | 0.68                 | 0.62                    |                       |                                |
| 44    | 0.87                 | 0.24                    | c                     | revise                         |
| 45    | 0.65                 | 0.55                    |                       |                                |
| 46    | 0.72                 | 0.48                    |                       |                                |
| 47    | 0.51                 | 0.48                    |                       |                                |
| 48    | 0.50                 | 0.03                    |                       | delete                         |

The eleven items in need of deletion from the information test are numbered (3), (4), (6), (7), (9), (23), (25), (29), (30), (35), and (48), in the original information test.

An additional eleven items had satisfactory degrees of difficulty and satisfactory indices of discrimination but contained non-functioning foils which are indicated as being in need of revision. These items are numbered (1), (10), (12), (15), (22), (24), (26), (31), (37), (40), and (44), in the original information test.

Twenty-six test items had satisfactory degrees of difficulty, satisfactory indices of discrimination, and all foils properly functioning. These test items were completely acceptable and are numbered (2), (5), (8), (11), (13), (14), (16), (17), (18), (19), (20), (21), (27), (28), (32), (33), (34), (36), (38), (39), (41), (42), (43), (45), (46), and

(47), in the original information test. Those test items to be deleted as well as those foils to be revised are so indicated in the copy of the forty-eight item test which appears in the Appendix of this thesis.

Mean, Standard Deviation, and Standard Error  
of the Original Information Test

The mean, standard deviation, and standard error of the mean were calculated from a group frequency distribution in order to determine how well the group scored on the test and the amount of variability which was obtained within the group of subjects to whom the original information test was administered. The distribution of the one hundred scores is presented in graphic form in Figure 1.

For the total group of one hundred students, the raw scores on this forty-eight item test ranged from a low of 15 to a high of 100. The sample approximated a normal distribution but was skewed in a positive direction to the left. The mean score was 36.150 and the standard deviation was 6.901.

The mean score of 36.150 on this forty-eight item test indicated that the group tested was able to answer correctly more than half of the forty-eight questions comprising the original information test. For a test of this length, the mean score indicated that the test was highly stable.

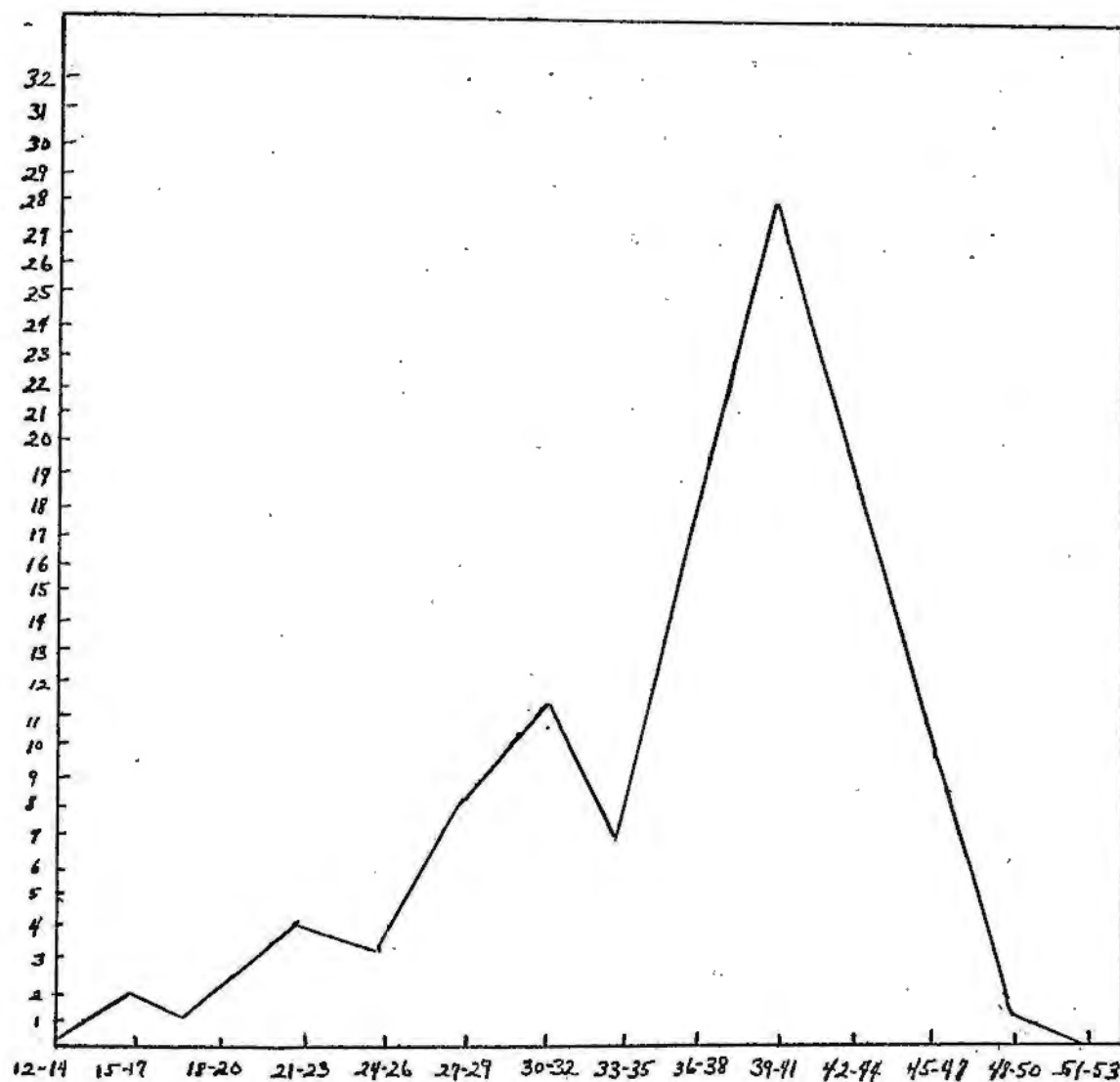


FIGURE I

A DISTRIBUTION OF SCORES FOR THE ORIGINAL BEGINNING  
 MODERN DANCE TEST ADMINISTERED TO UNDERGRADUATE  
 COLLEGE STUDENTS ENROLLED IN SELECTED  
 COLLEGES AND UNIVERSITIES DURING  
 THE SUMMER SESSION OF 1968

### Summary

The original objective information test comprised of forty-eight items in multiple choice form was administered to one-hundred undergraduate college students enrolled in a one semester course in beginning modern dance at the following selected colleges and universities: Grambling College in Grambling, Louisiana; Southeastern State College in Hammond, Louisiana; Southern University in Baton Rouge, Louisiana; Texas Technological College in Lubbock, Texas; and the University of Colorado in Boulder, Colorado. The students were each given written instructions with respect to the procedures for answering the questions and for recording their answers on the answer sheets provided by the investigator.

The reliability coefficient of correlation obtained between the odd-numbered items and the even-numbered items as determined by means of the Pearson-Product Moment Method of Correlation was .78. The coefficient of correlation which resulted was actually the reliability of a test only half the length of the one administered. When the Spearman-Brown Prophecy Formula was applied to the obtained reliability coefficient of correlation in order to predict the reliability for the full length of the test, it resulted in a

reliability coefficient of .99. Since the investigator had no way of determining the degrees of difficulty of the items until after the test had been administered to a large sampling, and since she could not arrange the items so that there was an equivalence of difficulty among the odd-numbered items and the even-numbered items, such equivalence was assumed by the investigator.

For the original information test in beginning modern dance, the indices of discrimination ranged from  $-0.03$  through  $0.82$ , and the degrees of difficulty ranged from  $.37$  through  $.94$ . Those items with degrees of difficulty below  $.10$  and above  $.90$ , and those items with indices of discrimination below  $.15$  were indicated as needing deletion. Foils which were selected by less than two per cent of the students were considered non-functional and in need of deletion or revision.

Specifically the item analysis revealed that a total of eleven test items should be deleted from the original information test because they had indices of discrimination which were below  $.15$ . Of these eleven items, five had a difficulty rating which was above  $.90$ . An additional eleven items had satisfactory degrees of difficulty and satisfactory indices of discrimination but contained non-functioning foils which are indicated as being in need of revision. Twenty-six test items had satisfactory degrees

of difficulty, satisfactory indices of discrimination, and all foils properly functioning and were completely acceptable.

For the total group of one hundred students, the raw scores on this forty-eight item test ranged from a low of 15 to a high of 100. The sample approximated a normal distribution but was skewed in a positive direction, to the right. The mean score was 36.150 and the standard deviation was 6.901.

The mean score of 36.150 on this forty-eight item test indicated that the group tested was able to answer correctly more than half of the forty-eight questions comprising the original information test. For a test of this length, the mean score indicated that the test was somewhat easy for the students to whom it was administered.

The standard deviation of 6.901 indicated limited variability within the group tested. The standard error of the mean of .690 indicated that the obtained mean score was highly stable.

In Chapter IV, the investigator includes a summary of the study, conclusions based upon the findings of the study, a critical evaluation of the study, and recommendations for further studies in the areas of dance and physical education.

## CHAPTER IV

### A SUMMARY, CONCLUSIONS, CRITICAL EVALUATION, AND RECOMMENDATIONS FOR FURTHER STUDY

#### Summary

"The purpose which runs through and strengthens all other educational purposes -- the common thread of education -- is the development of the ability to think."<sup>1</sup> In order to accomplish this purpose, students must gain some understanding of the scope of man's existing knowledges with specific reference to an understanding of the history of education. Included in this brief survey is an account of broad educational objectives which have been described as appreciations for the worth of intellectual achievement, ability to make discriminating judgements during a period of conflicting claims of truth, heightened sensitivity to the limitations of known knowledges, and intellectual and spiritual devotion to an understanding of the values inherent in a good life.<sup>2</sup>

Proponents of the liberal and the technical arts, respectively, have long been involved in a debate in order to determine which one of these approaches would best serve the

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<sup>1</sup> Education Policies Commission, op. cit., p. 16.

<sup>2</sup> Millett, op. cit., pp. v-vi.

expressed aim and objectives of higher education.<sup>1</sup> One faction believes that the aim of education should be that of preparing students to take their proper roles in a democratic society by means of a liberal arts education whereas the other faction believes that the aim of education should be that of preparing students for a selected vocation or a profession by means of a technical arts education.<sup>2</sup>

In general, in the United States of America, the liberal arts colleges are those requiring instruction in the fine arts, in the natural sciences, and in the humanities.<sup>3</sup> The usual program in such an institution is planned to acquaint the student with a broad range of knowledges. Education in the technical or professional arts has as its purpose the development of skill in a particular art, science, profession, or trade, through specialized instruction. Proponents of this approach believe that in this modern age of scientific and technical development, the economic structure demands a technically specialized worker who is trained to do one specific job and to do it well.

Since the objectives of both the liberal and technical arts are essential to the life of the individual in our society

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<sup>1</sup> Dressel, Mayhew, and McGarth, op. cit., p. 1.

<sup>2</sup> Ibid.

<sup>3</sup> Barnhart, op. cit., p. 702.

today, there arises a need for a proper balance between the two. After the establishment of a curriculum which emphasizes liberal arts courses, the introduction of courses related to the professional and technical arts is an easy and seemingly natural step in leading toward a balanced education.

Specific objectives which reflect a balance between the liberal and the technical arts should be established for purposes of instruction in and the evaluation of any course in the curriculum of an educational program. Frequently, these objectives are categorized under the following headings: (1) knowledges to be acquired; (2) skills to be mastered; (3) attitudes and appreciations to be developed; and (4) habits and practices to be established.<sup>1</sup>

Modern dance as an art form exemplifies both the liberal and technical approaches to education since movement skills are used as the means for developing the physical body, expanding the personality, and heightening the appreciation of the students.<sup>2</sup> As a liberal art, dance emphasizes the aspects of history and philosophy. As a technical art, dance requires that skills and techniques must

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<sup>1</sup>Williams, op. cit., p. 294-298.

<sup>2</sup>Lockhart and Pease, op. cit., p. 1.

be developed through specialized training in order for the student to experience a real enjoyment, a perceptive awareness, and a conscious control of the movement of his body. A balance should exist between the objectives of modern dance as a liberal art and as a technical art because only through the medium of movement, can modern dance exist at all, and therefore, be appreciated.

In the opinion of the investigator, in order that the student of modern dance may derive the greatest benefit from his training experiences, he should be subject to periodic reliable and valid tests, predicated upon the established objectives of any specific course of study in this area of the curriculum. Regardless of the purpose of the testing instrument used or the efficacy of its construction, a systematic procedure of teaching must be followed in order to insure its usefulness.<sup>1</sup>

It is the teacher's responsibility to know how to select and/or to develop a good test and how to use it to serve the aim and objectives of a particular aspect of the course of study. Regardless of the purpose, the test should yield consistent results. It should possess the factors of objectivity, reliability, and validity, which are three basic criteria universally recognized as essential in the evaluation of tests.

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<sup>1</sup>M. Gladys Scott and Esther French, Better Teaching Through Testing (New York: A. S. Barnes and Company, 1945), p. 6.

The general purpose of the present study was to develop an objective, reliable, and valid paper-and-pencil test based upon a course outline, developed by the investigator, for a one semester course in beginning modern dance which would measure the degree of information acquired about the subject. Undergraduate students enrolled in beginning modern dance courses in selected colleges and universities were tested during the summer session of 1968.

For the purpose of clarification, the following definitions and/or explanations of terms were established for use throughout this study: information test; modern dance; and rating scale.

This study was limited to the construction of an objective information examination comprised of forty-eight items in multiple choice form. Another limitation of the study was the content indicated in the course outline which served as the basis for the information test.

A careful review of the literature indicated that the present study was not identical with any previous one. Several studies reviewed by the investigator were similar to the present one in purpose, and/or scope, and/or approach. The following studies were of assistance to the investigator in the development of her study: "Achievement Examinations for Elementary and Intermediate Swimming Classes," by

M. Gladys Scott; "Achievement Examinations for Elementary and Intermediate Tennis Classes," by M. Gladys Scott; "Construction of Two Objective-Type Information Examinations in Swimming for Beginning and Intermediate Classes at the Texas Woman's University, Denton, Texas," by Muriel Agnes Herbrand; and "The Construction of an Information Examination for College Students Enrolled in Bowling Classes," by Ruby Lou Hardin.

The data utilized in the study were gathered from the following documentary sources: books, periodicals, pamphlets, and bulletins related to all aspects of the study; theses, dissertations, and other unpublished reports of research related to all aspects of the study; published and unpublished information tests; and course outline of undergraduate courses in beginning modern dance from selected colleges and universities. Human sources utilized were: one-hundred undergraduate students enrolled in beginning modern dance classes in selected colleges and universities; and members of the Thesis Committee who also served as the panel of experts to establish the curricular validity of the test.

The procedures followed in the development of the study included surveying, studying, and assimilating information pertinent to all phases of the study from available documentary and human sources. A Tentative Outline of the study was

developed and presented at a Graduate Seminar of the College of Health, Physical Education and Recreation at the Texas Woman's University in Denton, Texas on May 16, 1968. The outline was revised in accordance with suggestions made by those attending the seminar and approved by members of the Thesis Committee, and finally, a Prospectus of the approved study was filed in the Office of the Dean of Graduate Studies at the Texas Woman's University in Denton, Texas.

In consultation with members of the Thesis Committee, the investigator determined the four main areas of objectives to be used as a basis for the construction of a course outline for beginning modern dance for college or university students. The four main areas of objectives were: (1) knowledges to be acquired; (2) skills to be mastered; (3) attitudes and appreciations to be developed; and (4) habits and practices to be established. The investigator made a documentary analysis of the information contained in selected course outlines, books, periodicals, encyclopedias, and dictionaries pertinent to beginning modern dance classes for undergraduate college students. A course outline was then completed and revised in accordance with suggestions from the members of the Thesis Committee.

Criteria were established in selecting the colleges and universities used in the study during the summer session of 1969. A list of forty colleges and universities which satisfied the established criteria was compiled. After further evaluation, only twenty of the forty colleges and universities which best satisfied the established criteria were retained. From these twenty colleges and universities, only five felt it possible to participate in the study. The students utilized in this study were enrolled in beginning modern dance classes at the following colleges and universities: Grambling College in Grambling, Louisiana; Southeastern State College in Hammond, Louisiana; Southern University in Baton Rouge, Louisiana; Texas Technological College in Lubbock, Texas; and the University of Colorado in Boulder, Colorado.

A preliminary letter explaining the nature of the study, copies of the course outline, and a postal card, requesting the number of tests which would be needed, were mailed to the instructors of beginning modern dance who had agreed to administer the test to students enrolled in their respective classes.

The content of the course outline served as the resource material from which the items to be included in the original information test were selected, compiled, and categorized. The investigator constructed 120 test items in the form of multiple choice type of questions. In compliance with the

opinions of experts in the field of test construction and in the field of dance, 104 test items were accepted and/or revised.

The investigator then prepared a scale for rating each of the 104 test items and these were submitted with the rating scale to the panel of experts in dance. The rating scales were collected and a frequency distribution was made which allowed for the recording of the number of times a test item was rated as good, fair, or poor, thus establishing curricular validity for each item. Those test items rated as either good or fair by the panel of experts were revised and retained for inclusion in the final original information test in beginning modern dance. After deletions were made, forty-eight test items remained for the final draft of the original information test. The items were arranged in order of increasing difficulty as determined empirically by the investigator.

A letter giving directions for administering the test, copies of the test, student answer sheets, a grading key, and a stamped self-addressed envelope in which to return the answer sheets were mailed to the instructors of modern dance who had agreed to participate in the investigation.

Objectivity of the test was established through its careful construction in the form of multiple choice statements

followed by four alternative answers. In order to increase the objectivity of the test, directions for administering the test were stated on the test forms as well as in the accompanying letters to the instructors. Precise scoring methods were employed by the investigator.

Data obtained from the administration of the test to the one-hundred students enrolled in beginning modern dance classes were tabulated and subjected to statistical analysis by the use of computer services at Northeast Louisiana State College in Monroe, Louisiana. The correlation between the sum of the scores of the odd-numbered test items and the even-numbered test items was determined by means of Pearson-Product Moment Method of Correlation. The Spearman-Brown Prophecy Formula was then utilized to predict the reliability for the full length of the test.

An item analysis was made of the raw data collected. The method used in computing the index of discrimination or validity and difficulty rating for each item was the "Variation of the Flanagan Method."<sup>1</sup>

Since the investigator was interested in knowing how well the group scored on the examination and the amount of variability within the group, the mean, standard deviation,

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<sup>1</sup>Barrow and McGee, p. 509.

and standard error of the mean were calculated. A group frequency distribution was prepared, the mean was computed, and the standard deviation was obtained.

When analyzing the data, the investigator found that the reliability coefficient correlation obtained between the odd-numbered items and the even-numbered items as determined by means of the Pearson-Product Moment Method of Correlation was .78. The coefficient of correlation which resulted was actually the reliability of a test only half the length of the one administered. When the Spearman-Brown Prophecy Formula was applied to the obtained reliability coefficient of correlation in order to predict the reliability for the full length of the test, it resulted in a high reliability coefficient of .99. Since the investigator had no way of determining the degrees of difficulty of the items until after the test had been administered to a large sampling, and since she could not arrange the items so that there was an equivalence of difficulty among the odd-numbered items and the even-numbered items, such equivalence was assumed by the investigator.

For the original information test in beginning modern dance, the indices of discrimination ranged from -0.03 through 0.82, and the degrees of difficulty ranged from .37 through .94. Those items with degrees of difficulty below

.10 and above .90, and those items with indices of discrimination below .15 were indicated as needing deletion. Foils which were selected by less than two per cent of the students were considered non-functional and in need of deletion or revision.

Specifically the item analysis revealed that a total of eleven test items should be deleted from the original information test because they had indices of discrimination which were below .15. Of these eleven items, five had a difficulty rating which was above .90. An additional eleven items had satisfactory degrees of difficulty and satisfactory indices of discrimination but contained non-functioning foils which are indicated as being in need of revision.

Twenty-six test items had satisfactory degrees of difficulty, satisfactory indices of discrimination, and all foils properly functioning. These items were completely acceptable.

For the total group of one-hundred students, the raw scores on this forty-eight item test ranged from a low of fifteen to a high of one-hundred. The sample approximated a normal distribution but was skewed to the right in a negative direction. The mean score was 36.150 and the standard deviation was 6.901.

The mean score of 36.150 on this forty-eight item test indicated that the group tested was able to answer

correctly more than half of the forty-eight questions comprising the test as a whole. For a test of this length, the mean score indicated that the test was somewhat easy for the students to whom it was administered.

The standard deviation of 6.90 indicated limited variability within the group tested. The standard error of the mean of .690 indicated that the obtained mean score was highly stable.

### Conclusions

A. The information test in beginning modern dance for undergraduate college students as constructed may be considered as a reliable test. This statement is substantiated by the fact that a coefficient of correlation of .99 was obtained for the test.

B. The information test may be considered a valid measuring device for determining the amount of information acquired about modern dance by undergraduate college students during a one-semester course in beginning modern dance. This statement is substantiated by the fact that "curricular" validity could be assumed for each item inasmuch as the items were in agreement with the information available in documentary sources. The validity of the information test is further substantiated by the fact that all items designated as completely acceptable had satisfactory indices of discrimination and satisfactory degrees of difficulty.

C. The information test in beginning modern dance had a satisfactory degree of objectivity. This fact was assured by the use of specific directions presented on each test, and the use of precise scoring methods by the investigator.

D. Twenty-six items of the information test in beginning modern dance may be considered a satisfactory device for determining the amount of information acquired about modern dance by undergraduate college students during a one-semester course in beginning modern dance. This conclusion is substantiated by the fact that the test is reliable, valid, and the test items have satisfactory degrees of difficulty, satisfactory indices of discrimination, and are related to the material included in the course outline.

#### Critical Evaluation

1. In the opinion of the investigator, the purpose of the study was fulfilled. An objective, reliable, and valid test which would measure the amount of information acquired about modern dance by undergraduate college students during a one-semester course in beginning modern dance was developed and evaluated.

2. More test items might have been constructed for the test to allow for the deletion of those items which proved to be statistically unsatisfactory. Items were deleted because the degree of difficulty was too high, thus indicating that

some of the questions were too easy. The writer had no way of knowing that these items would prove to be too easy or that other items would fail to discriminate between the students who made high scores and the students who made low scores.

3. Revising foils within test items, readministering the test, and statistically reanalyzing the data, might have resulted in additional acceptable items to be included in the original information test for beginning modern dance.

4. A larger sampling for the test might have resulted in a higher validity and therefore the retainment of a larger number of test items.

5. A statistical analysis of the data obtained from each college or university, participating in the study, might have revealed that a particular group of students scored extremely high on the test, thus causing the negative skewness of the scores.

#### Suggestions for Further Study

A. Revise the non-functioning foils for the beginning modern dance test and administer the test to students classified as beginning modern dance students at selected colleges and universities, eventually standardizing the test.

B. Revise the beginning modern dance test for undergraduate college students by constructing additional items, administer the test to students classified as beginning modern dance students at selected colleges and universities and evaluate the test.

C. Develop, administer, evaluate, and standardize tests pertinent to all phases of dance.

D. Develop, administer, and evaluate, and standardize tests pertinent to all phases of the physical education program.

## APPENDIX

PRELIMINARY LETTER

1920 Ruddell St., Apt. 147  
Denton, Texas  
July 17, 1968

Dear

I am a graduate student in the College of Health, Physical Education and Recreation at the Texas Woman's University, working toward completion of the Master of Arts degree with a major sequence in dance and related arts. My thesis is concerned with the development and evaluation of an objective information test in beginning modern dance for undergraduate college students.

This test will be administered to approximately one hundred undergraduate students enrolled in beginning modern dance courses during the 1968 summer session at selected colleges and universities. The test will be objective in nature and will be concerned with dance as an art form, the contributions to dance made by selected dance artists, the differences, and similarities between four basic types of dance, the various recognized approaches to dance composition through movement, music, form, and rhythmic devices. Forty-five to sixty multiple choice statements followed by four alternate answers will comprise the test. The curricular validity of the test has been determined through the evaluation of each test item by members of a panel of experts. The reliability of the test will be determined by means of the Pearson-Product Moment Method of Correlation between the scores obtained from the odd and even numbered items of the test, corrected by the Spearman-Brown Prophecy Formula.

Enclosed is a copy of the course outline established for beginning modern dance students; the content of which served as a basis for the selected test questions. Instructions for the administration of the test, answer sheets, and the test will be mailed to you in adequate time for administration to students presently enrolled in beginning modern dance courses.

Your cooperation in this project will be greatly appreciated.

Approved:

Sincerely yours,

Dr. Frances J. Myers  
Thesis Director

Sara Lewis  
Graduate Student

POSTAL CARDS

BEGINNING MODERN DANCE COURSE

The second 1968 summer session began: \_\_\_\_\_  
month, \_\_\_\_\_ day; and ended \_\_\_\_\_ month,  
\_\_\_\_\_ day.

The number of hours in class per week was: \_\_\_\_\_

The total number of lecture hours in beginning  
modern dance was: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Instructor of Beginning Modern Dance)

PLEASE RETURN

BEGINNING MODERN DANCE COURSE

Name of institution \_\_\_\_\_

Number of students enrolled in course \_\_\_\_\_

On what date would you like to administer the  
examination? \_\_\_\_\_

Signed: \_\_\_\_\_  
(Instructor of Beginning Modern Dance)

PLEASE RETURN

BEGINNING MODERN DANCE  
COURSE OUTLINE

I. References

A. Required Textbook: None

B. Student References

1. Books

- a. Ellfeldt, Lois. A Primer for Choreographers.  
Palo Alto, California: National  
Press Books, 1967.
- b. Hayes, Elizabeth R. Dance Compositions and  
Production for High Schools and  
Colleges. New York: A. S. Barnes  
and Company, 1955.
- c. Lockhart, Aileen and Esther E. Pease.  
Modern Dance: Building and Teaching  
Lessons. Dubuque, Iowa: Wm. C.  
Brown Company, 1966.

2. Periodicals

- a. Dance Magazine
- b. Dance Scope

C. Teacher References (see attached bibliography)

1. Books concerned with

- a. Aesthetics
- b. History and philosophy of dance including  
outstanding dance personalities and  
choreographers

- c. Dance theory: those basic elements associated with movement, floor and spatial design, music, and dance form

- 2. Periodicals and journals concerned with the above topics

Objectives: An overview of the main elements in modern dance. The specific content relative to each objective listed below is discussed in Part III of this outline.

A. Knowledges to be Acquired

- 1. To understand dance as an art form and the principles which characterize it as an art form
- 2. To know the history of dance and the contributions made by selected dance artists:
  - a. Isadora Duncan
  - b. Ted Shawn
  - c. Ruth St. Denis
  - d. Mary Wigman
  - e. Martha Graham
  - f. Doris Humphrey
  - g. Charles Weidman
  - h. Hanya Holm
  - i. José Limón
- 3. To recognize and to understand the differences and the similarities between four basic types of dance.

4. To know the various recognized approaches to choreographing dance as an art form through movement, music, idea, form and rhythmic devices
- B. Skills to be Mastered
1. To develop skills in technique
  2. To develop skills in choreography
  3. To develop good rapport among the class members while participating in group techniques and choreography
  4. To analyze critically dance studies
- C. Attitudes and Appreciations to be Developed
1. To develop an appreciation of dance as an enriching cultural experience
  2. To adopt an objective attitude toward criticism of self and others
  3. To appreciate the obligation of being a reliable member of a group
- D. Habits and Practices to be Established
1. To accept criticism objectively and to offer criticism constructively
  2. To be completely dependable as a participant in matters of group projects
  3. To become aware of individual weaknesses in oneself and others and to work toward self-improvement

4. To demonstrate high standards of workmanship

### III. Content

#### A. Introduction to Beginning Modern Dance

##### I. Definition of dance in general and of modern dance in particular

- a. Modern dance: Turner defines modern dance as follows:

Modern, or contemporary, dance is an art form that uses movement as a medium of expression. It is the result of intentional ordering of movement by a choreographer. The movement is created in response to the re-experiencing of emotional values, which are thus given a new existence. The expressive movement is highly selected, spatially designed, and organized through rhythmic structure; the result is the communication of an idea, mood, feeling, state or situation. (13:14)

- b. Folk and ethnic dance: Duggan, Schlottman, and Rutledge define folk dance as follows:

Folk dances are the traditional dances of a given country which have evolved naturally and spontaneously in conjunction with the everyday activities and experiences of the peoples who developed them, perpetuated from generation to generation in the manner of all traditions. (1:22)

Ellfeldt defines ethnic dance in the following way:

Ethnic dance is a dance of a people of common cultural, racial, and/or religious heritage. Essentially, such dance takes its time and place of performance from the culture of which it is a part. (2:89)

These two types of dance are so closely related by definition that they are often referred to as being the same dance type.

- c. Social dance: Harris, Pittman and Waller classify social dance as

Contemporary ballroom dances which have sociability and recreation for their primary purpose. The characteristic quality of the social dance is in its style which is achieved by changes in foot pattern and rhythm. (4:1)

- d. Ballet: A codified technique of dance in which there are five basic positions of the feet. The axial and locomotor movements used in ballet also follow accepted rules with all steps beginning and ending in one of the five basic foot positions.

2. A brief resume of the history of modern dance

An established new dance, later called modern dance, evolved in Germany in the year 1920. (8:16) Almost ten years later, this form of dance was recognized in America. (8:16)

In the early 1900's, (8:16) Isadora Duncan was the first American dancer to break away from the academic restrictions of the ballet as she cast off the traditional costumes, decor, music, and techniques and even discarded her shoes. She desired to return to nature itself for inspiration, seeking "natural" ways of movement. Her major contribution was a philosophical one in that she left no physical techniques as such, but a theory of freedom from restriction concerning ways in which to dance. Miss Duncan's revolutionary ideas paved the way for all future dance artists.

There was much similarity concerning modern dance in Germany and in the United States of America, especially in the desired end. The dissimilarity existed because of the differences in cultural surroundings. The Wigman dance in Germany was characteristic of the post war German culture during the 1920's in that it was principally concerned with the relationship of man to his universe. The American dancer, living in a fairly new, developing country chose subject matter concerning his culture and time. Modern dance today is expressive of all the various forces that have

had an effect on American culture and society in general. Today, modern dance might have as its inspiration any basis or idea. It is with complete freedom that a modern dancer approaches choreography.

The following are brief resumes of those individuals or institutions which have played important roles in the history of modern dance.

a. Isadora Duncan - (1880-1927)

- (1) Known as the first American modern dancer
- (2) Based her technique upon her desire to express herself through movement
- (3) Made her personal art form her primary contribution to the dance world
- (4) Believed that the human form and human spirit are most beautiful and lasting
- (5) Characterized her technique by "natural" movements not based on the techniques of the formalized ballet.

b. The Denishawn School of Dance and Performing Company

(1) Ted Shawn - (1891- )

- (a) Studied theology at the University of Denver

- (b) Became seriously ill and suffered a partial paralysis which he was able to overcome by taking dance lessons
  - (c) Developed continuing interest in dance and its artists
  - (d) Married Ruth St. Denis in 1914 and together they formed the Denishawn Company in 1915
  - (e) Was the first male dancer in America to achieve a position of influence and importance
  - (f) Was very concerned with the cause of men in dance and therefore established a man's touring group
  - (g) Recognized the importance of dance in education and held classes at the Springfield College
  - (h) Established the University of the Dance at Jacob's Pillow in Lee, Massachusetts and later established a dance theatre in 1942
- (2) Ruth St. Denis - (1877-1968)
- (a) Established renown by 1906 as a dance artist

- (b) Approximated Eastern styles and character dance in her choreography
- (c) Established an individualistic technique from her improvisation and beautiful movement
- (d) Contributed to the area of ethnologic dance
- (e) Devoted herself to religious dance with she often combined with the spectacular qualities of the theatre

c. Mary Wigman - (1886- )

- (1) Studied with Emile Jacques Dalcroze and Rudolf von Lahan in Germany until 1918
- (2) Established her own dance school in Dresden, Germany, in 1920
- (3) Concerned principally with the relationship of man to his universe which was characteristic of the German culture
- (4) Conceived of space as a factor, like time, with which to compose and transferred emphasis from the body of the dancer to the idea of the dance
- (5) Utilized low strong movements and turns in her dances

- (6) Freed herself from the domination of musical form by composing musicless works or works accompanied by simple instruments.

d. Martha Graham - (1895- )

- (1) Referred to as a symbol of modern dance
- (2) Studied at the Denishawn school from 1916-1923
- (3) Established an individual quality in her dance that is called "ugly," "angular," "obscure," and "modern"
- (4) Developed a disciplined, highly inventive, and unique vocabulary of abstract movement, now recognized as one important phase of the American modern dance movement
- (5) Based her movement on contractions and releases
- (6) Formed her own school of dance in New York City and organized a professional company that tours the continent as well as presents an annual concert in New York City
- (7) Is still dancing and choreographing at age 73

e. Doris Humphrey - (1895-1958)

- (1) Studied at the Denishawn School from 1918-1928
- (2) Developed a fundamental rhythm of movement involving fall and recovery
- (3) Joined with Charles Weidman in 1928 to form the Humphrey-Weidman Company and developed a particular technique for the training of dancers known as the Humphrey-Weidman technique
- (4) Retired in 1945 as a result of arthritis, but continued choreographing until her death in 1958

f. Charles Weidman - (1901- )

- (1) Studied at the Denishawn School from 1920-1928
- (2) Joined with Humphrey in 1928 to form the Humphrey-Weidman Company
- (3) Became the co-director of the Humphrey-Weidman School and exponent of the Humphrey-Weidman technique
- (4) Made a tremendous contribution to dance in education by his master classes and workshops held in colleges and universities

- (5) Associated with Mikhail Santaro in the "Expression of Two Arts" Theatre in New York where he also conducts classes
  - (6) Achieved renown in comedy pantomime with his solo "Kinetic Pantomime".
- g. Hanya Holm - (1898- )
- (1) Danced in Germany with the original Wigman group
  - (2) Headed the faculty of the central Wigman school in Dresden, and came to America in 1931 to open a branch school in New York City
  - (3) Founded the Hanya Holm Studio in New York in 1936
  - (4) Developed her own system and technical training originally based upon Wigman's techniques but strongly influenced by the American culture
  - (5) Devoted herself in recent years to choreographing Broadway such as "Kiss Me Kate" and "My Fair Lady"
  - (6) Developed her own style of choreography
  - (7) Affiliated with Colorado College in Colorado Springs, Colorado as a dance teacher and lecturer

h. José Limon - (1908- )

- (1) Studied with Humphrey and Weidman but in 1946 formed his own company
- (2) Associated with the Juilliard School of Music and Dance in New York City
- (3) Sponsored by the government to conduct tours in South America and Europe
- (4) Ranked with the top of contemporary modern dancers

During the lifetime of these many artists, the modern dance has changed. All of them have been influential in bringing about the changes, and all of them have themselves been changed. They have added their own philosophies, beliefs, maturity, and expression of ideas. They have not been imitators of their teachers but have gone on to explore and to establish their own school of thought. So modern dance has been several things in its lifetime. As the world changes, so will modern dance; for without this rejuvenation, the modern dance could not be modern.

B. Approaches to and/or Elements of Beginning Modern Dance: Dance techniques and/or creative studies

may be approached through the use of the following devices and/or factors. One or more of these devices or factors may be at work at any given time.

1. Movement: the medium that conveys the dancer's art

a. Locomotor: those movements which leave a fixed position or base and cover space in any direction and plane

(1) Walk

(2) Run

(3) Skip

(4) Jump

(5) Hop

(6) Leap

(7) Slide

(8) Gallop

b. Axial: non-locomotor movements taken on a stationary base; movement of the body around its own axis

(1) Swing

(2) Sway

(3) Twist

(4) Turn

- (5) Push
- (6) Pull
- (7) Fall
- (8) Rise
- c. Combinations of locomotor and axial movements
- d. Dynamics: An element of movement having to do with the force of movement or the way in which energy is applied or exerted. The strength of power given to movement may be exerted in varying degrees. It may be visible and audible as the stamping of feet or it may hardly be noticeable.
- e. Abstract qualities of movement: the classification of movement determined by variations in the specific impetus applied and continuity or arrestment of force affected.
  - (1) Sustained: A steady and continuous type movement marked by the equalization of force and the fusion of force impulse and follow-through.
  - (2) Percussive: A sharp, forceful movement with a marked initial impetus which is quickly checked on the follow-through

- (3) Pendular-Circular: A free swinging type movement with unchecked follow-through
- (4) Suspended: A combination of percussive and sustained movement in which there is an initial percussive impulse followed by a sustained movement.
- (5) Vibratory: A shaking, tremulous type movement resulting from the rapid tensing of certain muscle groups causing contractions and relaxations to occur in exceedingly rapid sequence.

## 2. Floor and Spatial Design

- a. Floor design: patterns made by movements of the dancer or dancers on the stage

### (1) Stage terminology

- (a) Up-stage: toward the backdrop
- (b) Down-stage: toward the proscenium
- (c) Right-stage: to the performer's right when facing the audience
- (d) Left-stage: to the performer's left when facing the audience

### (2) Basic Linear Patterns

- (a) Straight line: moves up or down stage or on diagonals

(b) Curved line: may be full circles or any combinations of the three

b. Spatial Design: design made in the air above the floor by the dancer or dancers

(1) Contour: refers to the body either stationary or moving, as outlined or silhouetted against the background of space.

(2) Focus: relates to the conscious attention and movement of the eyes in terms of directional line or plane. Also involves an integral alertness of the entire body.

(3) Level: refers to the relationship of the dancer's body to the floor.

(4) Direction: refers to the forward, backward, sideward or combinations of the foregoing movement.

(5) Dimension: refers to the size of movement from the smallest to the largest movement.

3. Music Design: the rhythmic pattern of a dance composition

a. Basic musical terms

(1) Tempo: the speed at which the composition is being performed or the rate at which the pulsations follow one another

(2) Rhythm: a pattern of accents superimposed upon a flow of continuous and driving pulses or beats

(a) Primary rhythm: the underlying pulse established for the rhythm

(b) Secondary rhythm: the pattern of the rhythm superimposed upon the established pulse.

(3) Meter: the division of time or rhythmical structure indicating the number of beats in one measure and the value of the note which receives one beat. Meter may be simple, mixed or cumulative.

(4) Measure: a series of beats governed by the established meter signature.

- (5) Rhythmic accent: an increase in stress or intensity which occurs repeatedly to give an inkling of the metric unit, that is, whether there are 2, 3, 4, 5, 6, or 7 beats per measure.
  - (6) Note values: whole, half, quarter, eighth, and sixteenth notes
  - (7) Theme: a short musical idea which may be used as a subject for development and/or variation
  - (8) Phrase: musical sentences used in developing a theme
  - (9) Parts: subdivisions within the overall form
4. Form: the plan, the structure, the organization of parts, or the framework of a composition
- a. A: one part form (one theme)
  - b. AB: two part form (two themes)
  - c. ABA: three part form (one theme, contrasting theme, return to original theme)
  - d. Rondo: ABACADA, etc. (one theme, contrasting theme, return to original theme, another contrasting theme, etc.)

- e. Round: a form of imitation in which three of four voices or dancers follow each other at specific time intervals. (example: Row, Row, Row, Your Boat)
- f. Theme and variations:  $A^1$ ,  $A^2$ ,  $A^3$ ,  $A^4$ , ....  
The introduction of an initial statement which is followed by two or more variations of the original theme. It is essentially a "stringing together" of the same theme which has been changed or altered melodically, harmonically, rhythmically, or dynamically.
- g. Group of parts: ABACAD; no order of theme but each part is related to the other parts through an idea, form, music, ....

C. Other Approaches and/or Sources of Ideas for Dance Studies

- I. Sensory stimuli
  - (a) Kinesthetic
  - (b) Auditory
  - (c) Visual
  - (d) Tactile
  - (e) Olfactory
  - (f) Gustatory

2. Subject stimuli
  - (a) Moods
  - (b) Literary themes
  - (c) Current topics
3. Accompaniment
  - (a) Instruments
  - (b) Self made sounds

D. Suggested Criteria for the Evaluation of Dance Compositions

1. Creativity: the process of formulating a fresh and distinctly personal statement
2. Communicativeness: the bridging of the gap between the performer and the audience; the successful projection of significance or intent
3. Independence or self-sufficiency: the ability of the dance to stand alone, independent of music, decor, ....
4. Definiteness or clarity of form: the structure of the dance as determined by prescribed movement sequences.
5. Level of skill: the technical ability of the dancer or dancers to execute the movement well; the precision or perfection of movement although level of skill is that of a beginner.

6. Qualities which are uplifting: the degree to which the dance elicits an aesthetic response which is in good taste.

IV. Criteria for the Evaluation of a Student in Beginning Modern Dance

- A. Written Evaluation
- B. Skill Evaluation
- C. Participation
- D. Original Dance Studies

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## BEGINNING MODERN DANCE TEST

### MULTIPLE CHOICE

Directions: Read each question carefully. Select the item which best answers the question. On the answer sheet make a heavy cross (X) through the letter which corresponds to the best answer to the question. Make no marks on the test.

REVISE 1. Which one of the following choices is a locomotor movement?

- a. twist
- b. leap
- c. push
- \*d. sway

2. Which one of the following dance artists established the University of the Dance at Jacob's Pillow in Lee, Massachusetts?

- a. Charles Weidman
- b. Isadora Duncan
- c. Ruth St. Denis
- d. Ted Shawn

DELETE 3. Which one of the following movements is executed by transferring the weight from one foot to the other with one foot maintaining continuous contact with the floor?

- a. walk
- b. run
- c. leap
- d. hop

DELETE 4. Which one of the following statements describes the natural movement of the arms when walking?

## Beginning Modern Dance Test

- a. right arm swings forward simultaneously with the right foot moving forward and left arm swings forward simultaneously with the left foot moving forward.
  - b. right arm swings forward simultaneously with the left foot moving forward and the left arm swings forward simultaneously with the right foot moving forward
  - c. right arm remains forward as the left arm remains at side
  - d. left arm remains forward as the right arm remains at side
5. Which one of the following individuals was the first American dancer to break away from the academic restrictions of the ballet?
- a. Doris Humphrey
  - b. Mary Wigman
  - c. Isadora Duncan
  - d. Ruth St. Denis
- DELETE 6. Which one of the following terms best describes a percussive movement?
- a. striking
  - b. quivering
  - c. gliding
  - d. stretching
- DELETE 7. Which one of the following statements best defines the term "axial movement"?
- a. those movements which progress on a moving base through space
  - b. those movements performed on a fixed base
  - c. those movements which have continuous momentum
  - d. those movements which cover the entire dancing area
8. Which one of the following types of dance is a contemporary form having sociability and recreation its primary purpose?
- a. ballet
  - b. ethnological
  - c. modern
  - d. ballroom

## Beginning Modern Dance Test

DELETE 9. Which one of the following terms is best defined as "the straightening of a body part"?

- a. flexion
- b. contraction
- c. extension
- d. release

REVISE 10. Which one of the following terms is best defined as "the twisting and turning of the body on a stationary base"?

- a. locomotor movement
- b. axial movement
- c. percussive movement
- \*d. suspended movement

11. Hanya Holm received her initial dance training from which of the following individuals?

- a. Ruth St. Denis
- b. Doris Humphrey
- c. Mary Wigman
- d. Martha Graham

REVISE 12. Which one of the following movements is executed by pushing off from both feet at the same time?

- a. hop
- \*b. leap
- c. jump
- \*d. skip

13. With which one of the following individuals was Charles Weidman closely associated?

- a. Doris Humphrey
- b. Mary Wigman
- c. Hanya Holm
- d. Helen Tamiris

14. Which one of the following terms is defined as "the bending or folding of a body part"?

- a. pushing
- b. extension
- c. rotation
- d. flexion

## Beginning Modern Dance Test

- REVISE 15. Which one of the following terms is an example of axial movement?
- a. slide
  - b. collapse
  - c. walk
  - \*d. gallop
16. Which one of the following compositional forms is indicated by the letters ABA?
- a. three part
  - b. rondo
  - c. canon
  - d. group of parts
17. Which one of the following criteria, established by Anne Schley Duggan, is used for the evaluation of modern dance as an art form?
- a. dynamics
  - b. length
  - c. creativity
  - d. musical design
18. Which one of the following artists is a renowned German dancer?
- a. Charles Weidman
  - b. Helen Tamiris
  - c. José Limón
  - d. Mary Wigman
19. Which one of the following movements is executed by springing from one foot and landing on the same foot?
- a. jump
  - b. leap
  - c. run
  - d. hop
20. Which one of the following terms is synonymous with the term "improvisational movement"?
- a. patterned movement
  - b. impromptu movement
  - c. composed movement
  - d. stylized movement

## Beginning Modern Dance Test

21. Which one of the following choices is most characteristic of Martha Graham's dance style?
- a. falls and recoveries
  - b. swings and sways
  - c. contractions and releases
  - d. successions and revolutions
- REVISE 22. Which one of the following types of dance is characterized by the words "traditional" and "of the peoples"?
- a. ethnic
  - b. modern
  - \*c. tap
  - d. ballroom
- DELETE 23. Which one of the following locomotor skills is considered to be basic to all other dance skills?
- a. run
  - b. hop
  - c. walk
  - d. jump
- REVISE 24. Which one of the following was the first man to become renowned in American modern dance?
- \*a. Alwin Nikolais
  - b. George Balanchine
  - c. José Limón
  - d. Ted Shawn
- DELETE 25. Which one of the following is a percussive type of instrument?
- a. flute
  - b. drum
  - c. violin
  - d. trumpet
- REVISE 26. Which one of the following compositional forms is best described by the letters ABACADA?
- \*a. two part form
  - b. three part form
  - c. rondo
  - d. theme and variations

## Beginning Modern Dance Test

27. Which one of the following dancers was united with Ted Shawn through marriage as well as through dance?
- a. Mary Wigman
  - b. Isadora Duncan
  - c. Ruth St. Denis
  - d. Doris Humphrey
28. Which one of the following terms is defined as "the basic unit of a measure having a steady and continuous pulse"?
- a. meter
  - b. theme
  - c. phrase
  - d. beat
- DELETE 29. Which one of the following abstract qualities of movement is characterized by a swinging motion?
- a. sustained
  - b. pendular
  - c. vibratory
  - d. suspended
- DELETE 30. Which one of the following dance artists is often referred to as "the symbol of modern dance"?
- a. Hanya Holm
  - b. Isadora Duncan
  - c. Martha Graham
  - d. Ruth St. Denis
- REVISE 31. Which one of the following abstract qualities of movement is characterized by being smooth and unaccented?
- a. vibratory
  - b. sustained
  - \*c. percussive
  - d. suspended
32. Which one of the following statements best defines the criterion "independence" as used for evaluating dance compositions?

Beginning Modern Dance Test

- a. capacity of the dance for sufficiency
  - b. successful projection of the intent of the dance
  - c. degree to which the dance elicits an aesthetic response
  - d. ability of the dance to communicate an idea or dramatic intent
33. Which of the following statements is true concerning Mary Wigman's use of accompaniment?
- a. She based her dances primarily upon musical form.
  - b. She accepted the traditional musical theories and used them.
  - c. She used primarily orchestral works for accompaniment.
  - d. She composed works entirely free of musical form.
34. Which one of the following statements pertains only to modern dance as an art form?
- a. It is traditional in its movement form.
  - b. It is communicative.
  - c. It relies upon costumes and staging effects.
  - d. It requires more skill than creative ability.
- DELETE 35. In which one of the following countries was modern dance best known before being generally recognized in America?
- a. England
  - b. France
  - c. Germany
  - d. Russia
36. Which one of the following statements best defines the term "locomotor movement"?
- a. those movements made by the dancer on or across the stage
  - b. those movements performed by pivoting on one foot
  - c. those movements made by a dancer on a fixed base
  - d. those movements performed by a descent of the body from plane to plane

## Beginning Modern Dance Test

REVISE 37. Which one of the following movements can be described as an exaggerated run?

- a. leap
- b. gallop
- \*c. slide
- \*d. skip

38. Which one of the following statements is true concerning modern dance?

- a. Its movement is restricted to abstract interpretations.
- b. Its movement is based upon that of the ballet.
- c. Its movement is restricted to themes peculiar to the American culture.
- d. It has no fixed vocabulary of movement.

39. Which one of the following statements describes "up-stage" as a direction?

- a. toward the proscenium
- b. toward the backdrop
- c. toward the audience
- d. toward the front curtain

REVISE 40. Which one of the following locomotor movements is described as having an uneven rhythmic pattern?

- a. hop
- \*b. walk
- c. run
- d. skip

41. Which one of the following statements describes the proper method of breathing when executing a body contraction followed by a release?

- a. exhalation during contraction and inhalation during release
- b. inhalation during contraction and exhalation during release
- c. exhalation after both contraction and release
- d. inhalation after both contraction and release

## Beginning Modern Dance Test

42. Which one of the following locomotor movements is described as having an even rhythmic pattern?
- a. skip
  - b. gallop
  - c. run
  - d. slide
43. Which one of the following compositional forms describes a theme and variations?
- a. A, A<sup>1</sup>, A<sup>2</sup>, A<sup>3</sup>, A<sup>4</sup>, ...
  - b. ABACADA
  - c. ABA
  - d. AB
- REVISE 44. Which one of the following compositional forms results when three or four dancers repeat the same movement phrase at specific time intervals?
- a. theme and variations
  - b. three part form
  - \*c. group of parts
  - d. round
45. Which of the following types of movement characterized Isadora Duncan's dance style?
- a. flowing movement
  - b. contraction and release
  - c. sustained and percussive
  - d. fall and recovery
46. Which of the following statements describes "left-stage" as a direction?
- a. the performer's left when facing audience
  - b. the performer's right when facing audience
  - c. the performer's left when facing the stage
  - d. the audience's left when facing the stage
47. Which one of the following movements is described as having an uneven rhythmic pattern?
- a. run
  - b. leap
  - c. gallop
  - d. jump

Beginning Modern Dance Test

DELETE 48. Which one of the following statements is true concerning the use of focus in dance compositions?

- a. there are five variations in the use of focus
- b. focus is indispensable to good movement
- c. focus involves only the conscious attention and movement of the eyes
- d. conscious focusing is important only as an aid in maintaining balance.

ANSWER SHEET FOR BEGINNING MODERN DANCE TEST

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

College \_\_\_\_\_ Examination No. \_\_\_\_\_

Directions: Make a heavy cross (X) through the letter corresponding to the best answer to each question.

- 
- |             |             |             |
|-------------|-------------|-------------|
| 1. a b c d  | 17. a b c d | 33. a b c d |
| 2. a b c d  | 18. a b c d | 34. a b c d |
| 3. a b c d  | 19. a b c d | 35. a b c d |
| 4. a b c d  | 20. a b c d | 36. a b c d |
| 5. a b c d  | 21. a b c d | 37. a b c d |
| 6. a b c d  | 22. a b c d | 38. a b c d |
| 7. a b c d  | 23. a b c d | 39. a b c d |
| 8. a b c d  | 24. a b c d | 40. a b c d |
| 9. a b c d  | 25. a b c d | 41. a b c d |
| 10. a b c d | 26. a b c d | 42. a b c d |
| 11. a b c d | 27. a b c d | 43. a b c d |
| 12. a b c d | 28. a b c d | 44. a b c d |
| 13. a b c d | 29. a b c d | 45. a b c d |
| 14. a b c d | 30. a b c d | 46. a b c d |
| 15. a b c d | 31. a b c d | 47. a b c d |
| 16. a b c d | 32. a b c d | 48. a b c d |

ACCOMPANYING LETTER

1920 Ruddell St., Apt. 147  
Denton, Texas  
July 23, 1968

Dear

Accompanying this letter are copies of the original information test in beginning modern dance, answer sheets, and an instructor's key for the test. The test has been constructed as part of my graduate work in the College of Health, Physical Education and Recreation at the Texas Woman's University in Denton, Texas.

The students should be allowed approximately forty minutes to take the test. Give each student one copy of the test and one answer sheet. Directions for taking the test are stated on each test form.

Please return the answer sheets to me in the stamped, self-addressed envelope which I have provided as soon as conveniently possible. If you wish, you may keep the tests and record the test scores for your own use.

A copy of the results of my study will be mailed to you.

Your help and cooperation is greatly appreciated.

Approved:

Thank you,

Dr. Frances J. Myers  
Thesis Director

Sara Lewis

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