

the fact that we have so few teachers trained in this area of physical and social activity.

Mrs. Dart Yes, we talk about "carry over values," providing a program which meets the interest of the child, creating life situations, wholesome social relationships, and yet one activity that certainly meets with all of these requirements is either entirely omitted from our programs or relegated to an after-school activity for which no credit is given.

Miss Byrn Yes, that is quite true, and why a credit in social dancing is not worth as much as one in tap dancing or soccer or badminton, I don't know. But it is my firm conviction that our ballroom floors might present a very different picture if those of us in the field of physical education will consider the faults that give social dancing its poor reputation and accept the challenge the situation presents and get to work.

Mrs. Dart Miss Byrn, don't you feel that many teachers, competent in the game and dance programs of physical education, are comparatively untutored in the principles underlying good social dancing or the methods of teaching it successfully?

Miss Byrn Yes, Mrs. Dart, it is true that until very recently most of our schools training teachers for careers in the field of physical education have neglected to train them in the one physical and social activity which continues to be useful all through life. We go to great pains to see that our students gain proper respect for the importance of body stance, foot work and timing in the practice of his swimming or tennis strokes. We provide all kinds of opportunities for students to learn tap and folk dancing, and still omit the folk dance which is their own. For certainly our social dancing is America's folk dance, the dance of the people.

Mrs. Dart Yes, if we admit that there are worthwhile values in the study and participation of folk dancing, then a folk dance course which does not include our own folk dance is just as illogical as a language curriculum which contains all languages except English, the one we use.

Miss Byrn In the past, there has been to some extent a feeling that social dancing possesses accompaniments unworthy of being brought into our schoolrooms. It is true that much of our modern dancing is cheap and ugly. Consider the picture which an average dance suggests. Milling stag lines, couples shuffling along in a sort of semi-conscious haze, bodies hunched into atrocious positions and the general atmosphere one of rowdiness and bad manners.

Mrs. Dart Yes, I think one might safely say that a modern dancing party is trial and tribulation to parents and teachers. Attractive girls develop into loud, racy adolescents in a desperate effort to escape the wallflower class and other girls not so successful in their appeal to the stag line save their pride by pretending they dislike boys. I think it would be safe to say that there are many uncomfortable boys in the stag line, hesitating to "cut in" on a dancing couple for fear of being refused or perhaps being caught with a so-called wallflower.

Miss Byrn Yes, Mrs. Dart, all of these conditions are testimony to the general lack of taste and feeling for an activity which could and should be a