

AN ANNOTATED BIBLIOGRAPHY OF THE AVAILABLE RESEARCH
ON SECONDARY SCHOOL THEATRE ARTS, 1949 TO 1964

A Thesis
Presented to
the Department of Speech
The Kansas State Teachers College of Emporia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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J.A.B.

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to obtain the following information: number of schools offering separate speech courses; types of speech courses offered; academic training of teachers of separate speech courses; other courses taught by teachers of separate speech courses; number of schools requiring students to take separate speech courses; number of schools offering speech training in other courses, especially English; number of schools "which permit speech to be substituted for a portion of the English requirement;" number of schools planning expansion of their speech education programs; number of schools "that have had a change in their curricular speech or English program in the past five years." Survey information regarding the senior high schools is analyzed according to classifications of enrollment sizes of the schools. Based on information regarding a speech philosophy and the current status of speech education in the state, writer presents recommendations for improving Wisconsin high school speech programs.

Features: The general term, speech, is used throughout the study. There is some indication of the nature and extent of activities in theatre arts in writer's analysis of separate speech courses.

Allyn, Jane Phillips. "A Program Guide in Speech for the High School of Chillicothe, Ohio." Unpublished Master of Arts thesis, 1962. Text 51 pp.; bibliography 4 pp.; appendix 6 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: ". . . to design a program guide in speech to meet the exact needs of the high school at Chillicothe, Ohio."

Methods: The program guide "is designed to offer the students of the Chillicothe high school an introduction to all areas of the speech field, instruction in the fundamentals of speech, practice and performance in a variety of situations, and specialization in areas where interest is concentrated." It is based on 3 major considerations: (1) correlation of the philosophy of speech education, objectives of the Chillicothe school system, and the students' interests, problems and individual differences; (2) evaluation of 13 "recently published secondary school speech texts to discover the areas most frequently adopted for units of instruction;" (3) "investigation of speech programs recommended by universities and other school systems, and college texts in the teaching of speech." The program guide contains suggestions for these specific areas: (1) a one semester required course in fundamentals

of speech; (2) a one semester elective course in discussion and debate; (3) a one semester elective course in oral interpretation, drama and broadcasting; (4) a dramatic club and debate club as extracurricular activities. Each of the courses is outlined with recommendations as to: grade levels, amount of time per week, specific aims, and units of study within the course with suggestions for amount of time to be spent on each unit, subject areas to cover and "possible procedures" to follow. Discussion following the outlined courses considers selection of textbooks and audio visual aids. The extracurricular activities are discussed in regard to their "features" and activities. Final consideration of the study is on testing and evaluation in speech classes.

Features: The program guide was designed to meet the speech needs of a specific school system which was preparing for a "move to a new building with greatly expanded facilities." Through discussion of the school's current speech program and the formulation of an enlarged program, represented by the program guide, writer feels that the study "may be of value to other speech teachers in similar communities faced with the problem of providing a course of study."

Arnold, Ruth Gifford. "A Proposal for 'Speech for All' in the Public School System, Union City, New Jersey." Unpublished Doctor of Education project, 1954. Text 279 pp.; appendix 23 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: Teachers College Library, Columbia University, New York City, New York.

Purpose: ". . . to formulate such a program for all children from kindergarten through the twelfth grade in nine public schools of Union City, New Jersey."

Methods: Initial considerations include description of the specific community and analysis of its school system which includes 2 secondary schools and 7 elementary schools. "To give direction to the proposed speech program," the writer also discusses her philosophy of education, seven psychological principles of learning which she considers "fundamental to the proposed speech program," and her specific philosophy of speech education. The writer, a teacher in "one of the secondary schools of Union City," began her study in the spring of 1951 with a 3-part inquiry into the particular speech needs of Union City students. One phase of the inquiry involved analysis of questionnaire response from 62 "individuals in the community." Questionnaire was designed to discover individuals' opinions on the speech needs and abilities of the children in the community. Second phase of inquiry involved analysis of checklists which were completed by

363 students in one of the high schools and which revealed the incidence of speech experiences and activities in which students had engaged "for one whole day in their school, in the community, and at home." Third phase of inquiry involved analysis of compositions written by 207 other high school students in which they expressed opinions on what they considered to be their speech needs. Based on results of inquiry and the stated philosophy, writer's 3-point speech program for all students (kindergarten through grade 12) is presented. The program includes proposals for speech improvement, speech correction, and speech arts (dramatics, public speaking, discussion, debate, and oral interpretation). The entire program is designed to be "incorporated into the existing educational system." The program for the secondary level includes description of specific courses for various age groups; also included is description of suggested units of study for the courses. As one of the speech arts included in the program, dramatics is discussed according to how it could be introduced in speech courses and how it could be further developed on a co-curricular basis. Final consideration of the study is writer's discussion of the use of her proposed program in the Union City school system.

Features: Throughout the study, writer emphasizes that her speech program was formulated for a community which clung to the "erroneous concept of speech as elocution or exhibitionism."

Bailey, Anne V. "A Suggested Program for a Three-Year Course in Speech for a Senior High School: A Study to Discover the Speech Needs of a Selected High School and Suggestions for Solving the Problems Involved." Unpublished Doctor of Education thesis, 1957. Preface 1 p.; text 167 pp.; bibliography 3 pp.; appendix 29 pp. Written at New York University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$3.00 plus postage.

Purpose: ". . . to project a plan for a specific high school after an analysis of the speech needs of this school has been made."

Methods: Program is designed to meet needs of "a three-year senior high school" for girls which "is located in an industrial city in New Jersey" and "offers three broad areas of subject matter: college preparatory, business curriculum, and general arts." First 9 chapters of study deal with how writer determined "the actual speech needs of the school." Information about the community--its industries, schools, population--is examined as well as background material on the school for which the program is designed.

The school's philosophy of education as it relates to speech and administrative attitudes toward speech are described. Student attitudes and speech needs are determined from results of a questionnaire which investigator received from approximately "one third of the school's student body." Questionnaire was designed "to discover the student's attitude toward her own speech and speaking ability and toward the present program of speech in the school;" and to obtain "information about her linguistic background, her present employment, if any, and her specific plans for the future." To further establish students' speaking ability, "tape recordings of their voices were made" and analyzed by "a committee of three members [sic] of the New Jersey Speech Association." Students' speech needs "in their chosen fields beyond high school" are determined through writer's investigation of: "the requirements for entrance to post-graduate schools, the opinions of chairman [sic] of departments of English in post-graduate schools, and the opinions of personal [sic] directors in business and industry." Speech programs in 16 representative New Jersey high schools are examined according to information received through questionnaire survey. Speech programs of 16 schools in various sections of the United States are also examined according to results of a questionnaire survey; these schools were recommended to writer by "twelve of the officers and administrative council of the Speech Association of America" who felt the schools offered outstanding programs in speech and drama. Speech programs of the 16 New Jersey schools, the 16 "national" schools, and the specific school of the study are then compared. Based on information from all the above sources, writer develops a speech program for the specific school and describes it in the final chapter. Program contains: (1) speech correction; (2) a required course in speech fundamentals ("voice and diction, phonetics, oral interpretation, and parliamentary procedure") for the sophomore year; (3) a required course in public speaking for the junior year; (4) an elective course in drama ("interpreting the drama, classroom drama, development of the drama, and producing the drama") for the senior year; and (5) a 3-year program of extra-curricular speech activities. Each of the courses is described in terms of the work to be covered and is designed for a 40-week period.

Features: Results of the various surveys are tabulated as well as discussed in text. Appendix includes suggested materials for use in units of the various courses.

Baldwin, William Dundas. "A Program in Speech and Drama for Grades 9-12 in Homer Central School." Unpublished Master of Arts thesis, 1955. Preface iii pp.; text 80 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: Cornell University Library, Cornell University, Ithaca, New York.

Purpose: Purpose seems to be to undertake a study which focuses on the "actual conditions of a given institution" in the hope that "this study will have not only its obvious usefulness in its own right, but will enable the general reader to gain insights that can be utilized in a situation comparable to" the high school speech and drama program being considered.

Methods: Study centers on the development of a speech and drama program in grades 9-12 at Homer (New York) Central School. A basis for the study is established through: (1) "examination of the development and present status of educational dramatics throughout the country;" (2) description of speech and drama activities from kindergarten through grade 8 which constitute the Homer student's preparation for further study in grades 9-12. Then the "actual conditions" of the current situation at the school are presented with consideration given to: available stage facilities; the English teachers incorporating speech and drama activities in their classes; the materials, goals, and activities engaged in to achieve these goals in each of the grades 9-12. Thereafter follows a discussion of: proposed improvements to better coordinate speech and drama activities; a proposed drama course; a proposed speech course. Proposed courses in speech and drama are presented with consideration given to scheduling, selection of students, grading, objectives and description of specific units of study.

Features: In a situation where speech and drama activities are limited to extra-curricular activities and incorporation into English classes, the writer avoids presenting an ideal program in speech and drama. Instead, he proposes changes which "he hopes will satisfy the needs at Homer Central School, and will further its established educational objectives by fully utilizing the resources now actually available in curricular and extra-curricular areas."

Brewer, Madelyn Elizabeth. "The Development of a Speech and Drama Curriculum for the Secondary Schools of Tennessee." Unpublished Master of Arts thesis, 1951. Text 138 pp.; bibliography 4 pp.; appendix 2 pp. Manuscript available on interlibrary loan: Tennessee A & I State University Library, Tennessee A & I State University, Nashville, Tennessee.

Purpose: ". . . (1) to analyze the speech and drama offerings in the Negro Secondary Schools of Tennessee; (2) to show the advancement of fourteen other states in the area of speech and dramatic arts, laying emphasis on their speech improvement programs and extra-curricular activities in dramatics; and (3) to develop a Speech and Drama program for the Negro Secondary Schools of Tennessee with the expectation that this suggestive program might be beneficial to other secondary schools in the state."

Methods: "Secondary schools" are defined as those containing grades 9-12. First major consideration of study contains discussion of "the need for speech and drama in the secondary school;" and summaries of speech and drama programs in 14 states "which have realized the need for speech and drama on the secondary level and have set about to develop programs to meet this need."* Second major consideration contains "a brief sketch of Negro Secondary Education in general;" and discussion of the results of writer's questionnaire survey of 44 Negro secondary schools of Tennessee. The survey investigated the following factors: principals' opinions on the values of speech and drama in secondary schools; whether instruction in speech and drama was offered in separate courses or in English courses; titles of courses in speech and drama; textbooks used; training of speech and drama teachers; class sizes, time limits, and grade levels of speech and drama courses; nature of extra-curricular speech and drama activities; titles of plays produced; nature of play production facilities and equipment; nature and extent of radio drama activities; nature and extent of speech correction facilities. Based on results of survey, writer presents a "three-fold program" which includes: (1) "a speech and drama program integrated with the English course in the ninth through the twelfth grade for all students;" (2) "a two year speech and drama program as an elective in the school curriculum for students wishing to gain more knowledge of the field;" and (3) "an extra-curricular program of speech and drama." All three phases of the program are explained and outlined according to aims and objectives, suggested procedures and activities.

Features: In first phase of suggested program, integration of speech and drama with English, writer deals with each of the 4 grade levels individually "in order to show the aims and objectives, and the advancement that must be made with each grade." The suggested elective course in drama contains the following areas: history of drama, structure of the drama, interpretation, and play production.

*14 States: Alabama, Arkansas, Florida, Georgia, Illinois, Iowa, Mississippi, Missouri, New York, North Carolina, Ohio, Oregon, West Virginia, Wisconsin.

Campbell, Pearl. "A Summary of Speech Education in Saskatchewan." Unpublished Master of Science thesis, 1955. Text 50 pp.; appendix 9 pp.; bibliography 1 p. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$3.97.

Purpose: ". . . to find out what facilities exist in speech education in Saskatchewan for teachers and for students in grades one to twelve."

Methods: Study is primarily based on questionnaire response of 46 superintendents of secondary and elementary schools in the Saskatchewan province. Within the term, "speech education," writer considers various "aspects of oral language" such as: public speaking, debate, oral reading, creative dramatics, drama, remedial speech, choral speech, and radio and television. In first chapter, writer describes: (1) "the speech training of prospective teachers" provided by the "facilities" in the Saskatchewan area; and (2) "the speech education of teachers in the field." In second chapter, writer "describes the school administration in Saskatchewan" and the nature of the teaching of speech arts in the area. Herein, writer deals with factors such as: the speech opportunities provided for talented and normal children in the elementary and secondary schools; percentage of time in English courses given to the aspects of oral language; extent of activities in extra-curricular speech; and opinions of superintendents on the adequacy of the "teaching of oral communication" in their schools. In third chapter, writer describes "the facilities that exist in Saskatchewan for the speech handicapped."

Features: Study does not deal specifically with secondary theatre arts. However, there is some indication of the extent of theatre arts training and activities in the schools of the Saskatchewan area.

Carlin, Sr. Evelyn Marie, S.S.N.D. "A Survey of the Speech and Drama Programs of the Catholic High Schools of Baltimore With a Proposed Program of Required Study." Unpublished Master of Arts dissertation, 1955. Text 82 pp.; appendix 8 pp.; bibliography 9 pp. Manuscript available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . (1) to show the need for a course of study in speech and drama for the Catholic High Schools of the Baltimore area, and (2) to formulate a required program of study for these schools."

Methods: The need for such a course of study is illustrated in two ways: (1) by showing how the study of speech and drama contributes to the seven aims of Catholic secondary school education as formulated by the Policies Committee of the Secondary School Department of the National Catholic Education Association; and (2) by analysis of a questionnaire survey of the speech and drama programs in the 12 Catholic high schools of the Baltimore area during the school year 1953-1954. The proposed program of study for these schools is formulated to include a required two-year--four semester--course in speech and dramatics for all 9th and 10th graders. Included in the course are the areas of public speaking, parliamentary practice, interpretation, voice improvement, and dramatics. Each semester of the two-year course is outlined according to: specific goals, activity plan, and method of evaluation.

Features: The proposed course of study is "limited to the curricular needs of the average student and the slow student, according to the individual needs of both."

Carruth, Hayden Kenna. "Curricular Speech in Michigan High Schools." Unpublished Doctor of Philosophy dissertation, 1955. Text 77 pp.; appendix 39 pp.; bibliography 4 pp. Microfilm copy available on interlibrary loan: University of Michigan Library, University of Michigan, Ann Arbor, Michigan.

Purpose: ". . . to present an evaluation of the status of curricular speech in the accredited public high schools of Michigan in 1948-49, an evaluation of the academic training of the teachers of speech in these schools, and to compare these results with the findings of Calvin O. Davis published thirty years earlier, in 1919."

Methods: Study is "concerned with all classes in speech education" such as basic and advanced speech, dramatics, radio, debate, discussion, and forensics; and it encompasses all (473) of the State's accredited high schools, which represent a variety in "administrative organization" (grades 7-12, 8-12, 9-12 or 10-12). Study is based on questionnaire survey of the nature and extent of curricular speech in the 473 schools, and of the academic preparation of 291 teachers of speech in the schools that had curricular speech. Survey investigated the following factors regarding curricular speech: number of schools offering "one or more courses in speech for academic credit" and number of schools not offering speech; total school enrollment and total speech enrollment of schools offering speech; number, length, grade level, and class size of courses offered in speech, dramatics, radio, debate, discussion and forensics.

Survey investigated the following factors regarding the speech teachers: types of degrees earned; institution and year in which degrees were earned; areas of major and minor studies; total semester hours of training (undergraduate and graduate) in speech; daily teaching schedule during the year of survey, 1948-49. All factors in the survey are analyzed according to 4 classifications of the schools by enrollment size. Results of survey are compared with pertinent findings of the 1919 study to determine extent of growth of curricular speech education in Michigan.

Features: Results of survey are tabulated as well as discussed in text.

Crawford, Richard Joe. "The Status of Speech Education in All Secondary Schools of the State of Illinois for the School Year 1956-57." Unpublished Master of Arts thesis, 1958. Preface ii pp.; text 95 pp.; bibliography 1 p.; appendix 4 pp. Manuscript available on inter-library loan: Southern Illinois University Library, Southern Illinois University, Carbondale, Illinois.

- Purpose: "1. To guide high school teachers and administrators in curriculum planning.

2. To guide college and university administrators in planning future teacher education.

3. To provide data for college and university directors in counseling prospective teachers of speech.

4. To provide data for use at times of legislative decision-making when pertaining to changes in speech curriculum.
5. To provide data for examining and improving present teacher certification.
6. To provide basic data upon which further studies to made of speech education of the state might be compared.
7. To provide data for the use of this state's professional speech organization so that it may better understand and meet the problems and the status of the speech education in the Illinois High Schools."

Methods: Study is based on questionnaire survey of 501 public, private, and parochial schools of Illinois. Questionnaire investigated the following factors: nature of school (public, private, etc.), school size, grades in curriculum, nature of the curriculum, number of schools with speech departments, number of schools with specific courses in speech, number of schools offering extra-curricular speech, general course titles under which speech skills are taught, description of speech courses,

extent to which speech courses are required and offered as electives, extent to which speech may be substituted for English, number of students enrolled in speech courses, number of semesters speech courses are offered, extent to which speech skills are taught in other courses, school's facilities for speech and hearing problems, nature and extent of extra-curricular speech activities, number of faculty in each school who work with extra-curricular speech activities, speech organizations in which schools participate, activities included in dramatics and debate programs, activities included in radio and television programs, kinds of individual speech activities, number of faculty in schools with majors and minors in speech, qualifications of faculty teaching speech and extra-curricular speech, administrations' reasons for selection of extra-curricular speech teachers who have neither a speech major nor a speech minor, class load of speech teachers, class credit load given to teachers of extra-curricular speech, professional organizations to which speech teachers belong, schools' physical facilities, equipment and materials for speech education, textbooks used, belief and attitudes of administration regarding speech education, schools' plans for future speech education programs. Responses to each question of the questionnaire are presented. Then the responses to those questions which provide comparisons are used for further analysis according to the following categories: 6 geographical sections of Illinois, public and private schools, and 7 different school sizes.

Features: Although study deals with all phases of speech education, there is indication of the nature and extent of dramatic activity in the Illinois schools. Most of the information received from the questionnaire is presented in charts as well as discussed in text.

de Marks, Clifton. "A Study of Problems Involved in Developing a Speech and Drama Program for the Negro High Schools of Mississippi." Unpublished Master of Science thesis, 1958. Text 96 pp.; bibliography 3 pp.; appendix 2 pp. Manuscript available on interlibrary loan: Tennessee A & I State University Library, Tennessee A & I State University, Nashville, Tennessee.

Purpose: ". . . (1) to analyze the speech and drama offerings in the Negro secondary schools of Mississippi; (2) to develop a speech and drama program for the Negro secondary schools of Mississippi; and (3) to serve as a part of the new integrated curriculum to be considered in the reorganization of Mississippi high schools to equalize the education of both Negro and white schools."

Methods: "Secondary school" is defined to include grades 9-12. First chapter contains discussion on the history of: educational theatre in the United States; the speech movement in American colleges and universities; the speech and drama movement in Negro colleges, universities, and high schools; and the speech and drama program in Negro high schools. Analysis of "the status of the speech and drama program in Mississippi" is the concern of second chapter. This analysis contains discussion of: (1) the "general background of Negro secondary education in the South;" (2) speech and drama programs in white high schools of the South; (3) speech and drama programs in 27 Negro secondary schools of Mississippi; and (4) speech and drama programs in 5 Negro colleges of Mississippi. Discussion regarding the 27 secondary schools is based on response to writer's questionnaire survey and includes information on: school size, nature and extent of curricular and extra-curricular speech and drama, training and degrees of speech and drama teachers, types of plays produced, auditorium facilities, and theatre equipment. Third chapter contains description and materials for writer's suggested speech and drama program for Negro high schools of Mississippi. The program contains 3 phases: (1) units in speech and drama "integrated with the English course" for all students in grades 9-12; (2) elective courses in speech and drama "for students wishing to gain more knowledge of the field;" and (3) extra-curricular activities in speech and drama.

Features: For speech and drama units that are to be integrated with English courses, writer deals with each grade separately "in order to show the aims and objectives, and the advancement that must be made with each grade." Units in elective course are outlined according to "introduction, content, suggested activities and references for the teacher and students."

Dibben, Darrell W. "A Study of the Speech Programs in Iowa High Schools With an Enrollment of 750 and Above." Unpublished Master of Arts thesis, 1959. Text 59 pp.; bibliography 4 pp.; appendix 14 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . 1) to investigate the speech programs of the Iowa high schools with enrollment of over 750 students, 2) to compare these programs with the speech programs recommended by speech authorities, 3) to make analysis and to draw conclusions from these comparisons."

Methods: First, writer presents his criteria for an adequate speech program. "These criteria, supported by speech educators, are classified as objectives, administrative procedures, courses, extra-curricular and inter-scholastic speech experiences, and qualifications of teachers of speech and directors of speech activities." Second, writer presents results of a questionnaire survey of 33 teachers in 27 Iowa high schools. Most of these schools consisted of grades 9-12 (some were 10-12), and all had enrollments of 750 and above. The questionnaire investigated the following factors of each school's speech program: "the most desired" objectives for a speech program, number of semesters speech is offered, grade levels at which first and second courses in speech are offered, amounts of time allotted these courses, number of meetings per week and length of meetings of these courses, enrollment in courses, extent to which courses are required or elective, most important activities in courses, speech skills taught, textbooks used, extent to which a third course in speech is offered, activities given the most emphasis in third course, extent to which speech is offered in courses such as English and social studies, speech correctionist services, types of speech activities offered on extra-curricular basis, school membership in speech organizations, nature and extent of dramatic program, person in charge of play direction, degrees held and major and minor fields of speech teachers, colleges attended, number of hours completed in speech training, number of years experience teaching speech, courses currently being taught by speech teacher, teacher's professional affiliations. Results of the questionnaire survey are presented and then analyzed according to the classifications of the criteria presented above.

Features: Results of survey are presented in tables as well as discussed in text. Study does not concentrate solely on dramatic activities; however, the nature and extent of dramatic activities in the surveyed schools is indicated.

Evans, Sylvia Cupp. "A Study of Selected Aspects of Modern Speech Education in Ohio Schools." Unpublished Master of Arts thesis, 1950. Text 79 pp.; bibliography 4 pp.; appendix 13 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: " . . . (1) to investigate the status of speech education in the Ohio public, parochial, and affiliated schools,

both elementary and secondary; (2) to suggest on the basis of the investigation specific recommendations for the improvement of such speech education."

Methods: "Speech" is defined to include the following areas: discussion, debate, public speaking, interpretation, dramatics, and speech correction. Major portion of study deals with secondary level and is based on: (1) questionnaire response from principals in 427 of Ohio's "junior and senior high schools, including 17 schools with grades 1-12;" and (2) interviews with 53 of the principals. From questionnaire response, the following elements regarding the status of secondary speech education are investigated: areas of emphasis in speech courses, grade levels considered most appropriate for speech courses, number of full time and part time teachers, teacher certification, extent of speech education in core programs, student participation in various extracurricular speech activities, textbooks, courses of study, specialized speech problems of students, schools having speech correctionists, speech training equipment, number of full length plays produced yearly, schools having auditoriums for play production, adequacy of scenery and lighting equipment, sources of money for speech activities, objectives of speech training. From interviews, principals' attitudes were investigated regarding: plans to expand speech program and staff, other courses speech teacher should be prepared to teach, handicaps to development of speech instruction, major weaknesses of and suggestions for improving speech instruction.

Features: Responses to survey and interviews are tabulated as well as discussed in text. In the majority of instances, tabulations are constructed to show response from the various types of schools, e.g., city, county, etc.

Fitzsimmons, Brother Eugene, S.M. "Recommendations for an Extracurricular Speech Program." Unpublished Master of Arts thesis, 1962. Text 51 pp.; appendix 8 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: St. Louis University Library, St. Louis University, St. Louis, Missouri.

Purpose: ". . . to explain the extracurricular viewpoint of speech education: its values to the school, to the individual and to the group."

Methods: Study is primarily directed toward schools which "have not as yet set up a curricular speech program," and which must, therefore, provide speech education on an

extracurricular basis. First chapter contains description of the extracurricular speech program of an all boys high school in Illinois, which did not have curricular speech. The writer was a "moderator" of this program and he discusses "the history, growth, development and principles" governing the program since its inception in 1954. Both interscholastic and intramural activities are described. Second chapter contains writer's recommendations for "the establishment of an extracurricular program," which are primarily "based on the principles and recommendations established by the Speech Association of America and from authorities in the field of speech." These recommendations are concerned with both competitive speech activities for the talented students, and with extracurricular activities within the school for the majority "of the student body who otherwise would never have received any speech experience." Final chapter contains discussion of writer's "four step program for establishing extracurricular speech in the school."

Features: Emphasis of the study is on oratory, speaking, and interpretation. However, the place of drama in a program of extracurricular speech education is indicated.

Gary, Everand John. "A Course of Study in the Fundamentals of Speech for High Schools." Unpublished Master of Arts thesis, 1955. Introduction ii pp.; text 106 pp.; bibliography 4 pp.; appendix 4 pp. Manuscript available on interlibrary loan: Hill Memorial Library, Louisiana State University, Baton Rouge, Louisiana.

Purpose: ". . . to propose a course of study in the fundamentals of speech at the high school level."

Methods: Initial consideration of the study is a "survey and evaluation" of literature dealing with courses on fundamentals of speech. In order to determine general objectives and specific content of a fundamentals course, writer considers the following literature: (1) 9 state courses of study; (2) articles on the subject, found in The Bulletin of the National Association of Secondary School Principals; (3) 12 high school speech textbooks, published between 1929 and 1953; and (4) 5 textbooks on speech education, published between 1950 and 1953. Based on survey of literature, and "the author's own experience and thought," the course of study is presented. "Fundamentals of speech" is defined as "the basic elements of voice and diction and of bodily action, which are the foundation of oral communication." Course of study proposes to teach these elements through units on conversation, public speaking, discussion, oral interpretation, radio, and drama. Each unit contains the following: estimation of time needed to cover each unit;

narratives to the teacher on the purpose and nature of the unit; an outline of specific aims and procedures; student activities and projects; and a selected bibliography.

Features: Course of study is designed to emphasize voice and diction, and bodily action; but "it anticipates the courses which also employ activities such as interpretation, public speaking, and drama, by supplying underlying concepts and skills basic to these courses."

Gill, Paul Louis. "A Study of the Teaching of Speech in the Secondary Schools of Indiana." Unpublished Master of Science thesis, 1959. Text 27 pp.; bibliography 2 pp.; appendix 11 pp. Manuscript available on interlibrary loan: Indiana State Teachers College Library, Indiana State Teachers College, Terre Haute, Indiana.

Purpose: ". . . to secure and evaluate information concerning the extent of the teaching of speech in the secondary schools in Indiana."

Methods: "Speech" is defined to include: "general speech," discussion and debate, oral interpretation, theatre, and radio. Study was conducted during 1958-59 school year and is based on questionnaire survey response from 255 Indiana secondary schools which represented 4 classifications of school population. Information supplied by the survey is discussed under 4 categories: (1) extent to which speech was taught--as a unit of English or as a separate course, grade levels at which instruction was offered, basic content of units and courses, average class enrollment; (2) student participation in speech activities--types of organizations and requirements for membership, extent of student participation, number of schools participating in speech activities and number of schools making participation a requirement; (3) utilization of speech aids and facilities by teachers of speech--types of aids available and extent of use by teachers, types of textbooks used and teachers' reasons for their use; (4) academic backgrounds of speech teachers--types of degrees, number of college speech courses completed, number of years teaching experience.

Features: Theatre arts are not dealt with specifically. But the extent of their inclusion in speech education in Indiana is indicated.

Graham, Reta L. "A Study of the University of Nebraska's All-State High School Speech Course." Unpublished Master of Arts thesis, 1954. Text 111 pp.; bibliography 3 pp.; appendix 123 pp. Manu-

script available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: " . . . to survey the effectiveness of the All-State Speech Course of the University of Nebraska for the high school student."

Methods: The All-State Speech Course is defined as a "three-week's summer course in speech and dramatic art" which is conducted by the University of Nebraska in order "to provide specialized training in speech by University speech staff members for the high school student." Initial consideration is given to description of the purpose and history of the program. Effectiveness of the program is determined by means of questionnaire surveys of 170 students who had attended All-State from 1946 to 1953; and of 53 speech teachers and 127 parents of some of the students who had attended All-State. The surveys are designed to reveal: (1) students' reasons for attending the All-State program; (2) values the students received from All-State's speech training and cultural and social programs; (3) the uses to which students applied their All-State experience; (4) student, teacher, and parent evaluations of the program's strengths and weaknesses. From comparison of the evaluations of the 3 surveyed groups, writer draws general conclusions about the overall effectiveness of the All-State Speech Course Program.

Features: Results of the 3 surveys are tabulated as well as discussed in text. Appendix includes outlines of the All-State Speech Course for each year from 1946 to 1953.

Grannell, Lee Edward. "A Survey of Speech Education in the California Public Senior High Schools, 1962-63." Unpublished Doctor of Philosophy dissertation, 1964. Text 86 pp.; bibliography 5 pp.; appendix 25 pp. Written at University of Southern California; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$3.00 plus postage.

Purpose: " . . . to investigate the amount, extent and nature of speech education in the public senior high schools of California in 1962-63."

Methods: "Senior high schools" are defined to include "grades nine through twelve or ten through twelve;" "speech" is defined to include curricular and extra-curricular instruction "in the various aspects of oral communication (rhetorical, poetic, or dramatic)." Study is based on: (1) writer's examination of a "dissertation reporting a survey of public senior high schools of California, 1947-48;" (2) data collected from "the California School Directory;" and (3) writer's interviews with teachers or administra-

tors in 86 California high schools. Schools were selected for the study by a statistical random sampling "to represent California public senior high schools with regard to size and geographic location." Study seeks answers to the following questions: "(A) What was the status of classroom speech instruction in the California public senior high schools during 1962-63? (B) What was the status of speech activities in California public senior high schools in 1962-63? (C) What were the observable differences and resemblances between the patterns of speech education in California public senior high schools in 1947-48 and 1962-63? (D) Were there any observable differences in the patterns of speech education among schools of various sizes or geographic locations?" Text of study contains analysis of data regarding these questions. "Statistical procedures were applied to the data where appropriate. The formulas used were for calculations of chi square and the significance of the difference between proportions."

Features: Text of study contains tabulations of data as well as discussion. Appendix includes additional tabulations of data regarding the 86 schools--i.e., class size of various speech courses, training and teaching assignments of classroom teachers of speech and of directors of speech activities, amount and kinds of forensics and dramatics activities, types of theatre facilities and sizes, amount and kinds of broadcasting and community activities.

Gray, Alice Irene. "The Development and Expansion of Speech Education in the Small Secondary Schools of Colorado." Unpublished Master of Science thesis, 1951. Forward 3 pp.; text 159 pp.; bibliography 5 pp.; appendix 50 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$10.05.

Purpose: ". . . to ascertain the amount of Speech training now available in the small secondary schools of Colorado and to propose a plan with present facilities for the development and expansion of the Speech program."

Methods: "Small secondary schools" are defined as those "with enrollments under 500." Writer determined amount of speech training in such schools through questionnaire survey conducted in Fall of 1950; 83 small public schools participated. Questionnaire was designed to obtain the following information: (1) type of school (3 or 4 year) and enrollment size; (2) number of classrooms and number of seats in each; (3) seating capacity of auditorium; (4) number of full-time and part-time teachers, number of classes taught by each, and number of students per class; (5) courses and texts used in English, social studies; (6) types of extra curricular activities; and (7) speech

training provided in speech classes, in English and social studies classes, in other classes and extra curricular activities. First major consideration of text is writer's analysis of questionnaire response. Based on this response, writer presents plans for implementing more speech training into curricular and extra curricular aspects of a small school's program. First, writer presents a "suggested plan for speech training as a special subject." Herein aims, principles and activities are discussed for a course which would cover areas such as discussion and debate, voice, drama and interpretation. Next, writer describes how speech training could be implemented into high school English courses (for grades 9-12) and social studies courses. Third, writer describes plans for extra curricular speech activities--assemblies, dramatics, and forensics. Finally, writer presents descriptions of a workshop in speech for classroom teachers of courses other than speech. Herein, the assumption is made "that inadequate physical plant and shortage of funds make special speech teachers prohibitive yet the administration and teachers agree that speech education is a 'must' in the secondary school." Workshop is designed to give the classroom teacher training "so that she will improve her own speech habits and guide the student to a program of improvement."

Features: Appendix includes materials which could be used in curricular and extra curricular training in speech and in workshops for classroom teachers.

Gunn, Joann. "The Status of Speech Education in Mississippi High Schools, 1949-1950." Unpublished Master of Arts thesis, 1951. Text 197 pp.; appendix 18 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: University of Mississippi Library, University of Mississippi, University, Mississippi.

Purpose: ". . . to determine the status of speech education in the secondary schools of Mississippi during the school year of 1949-50."

Methods: "Speech" is defined to include: public speaking, discussion, debate, dramatics, oral interpretation, and speech correction. Specific purpose of study was to determine: "(1) the amount of speech training offered; (2) the extent of such training; (3) the quality of speech training offered; (4) the amount of general and specific equipment; (5) the textbook used; (6) the nature of any speech correction work done; (7) the general organization of the separate speech departments; and (8) the chief problems of the schools concerning speech education." Study is based on questionnaire and interview methods.

By using 4 sets of questionnaires, writer obtained information and opinions regarding speech education from superintendents (and in some cases, English and speech instructors) in 257 Mississippi high schools, and opinions regarding speech education from 206 students in speech and English classes of 12 schools she visited. Each question from the questionnaires is presented in the text and followed by discussion, "a table showing statistical results and percentages," and writer's summary and conclusions regarding the data. Through interview method, the writer obtained information from superintendents, principals, and instructors in speech in 12 schools which were "representative of different school systems, enrollments, and locations in the state of Mississippi." Purpose of interviews was to discover specific opinions and attitudes regarding speech education. Factors of the entire study which specifically relate to dramatic arts include: amount of school budget spent for speech training and equipment; types of separate speech courses taught; types of speech courses considered most valuable and effective; titles of textbooks used; extent of extracurricular clubs offering speech training; types of teachers who sponsor dramatic clubs; reasons for which money received from plays is spent; persons responsible for preparation of scenery; amount and types of stage equipment owned by each school; extent and nature of participation in speech contests.

Features: The majority of factors in the study are generally termed "speech;" and many of these could be interpreted to reflect the nature and extent of dramatic activity.

Healy, John L. "The Status of Speech Education in the Secondary Schools of Nebraska." Unpublished Master of Arts thesis, 1949. Text 55 pp.; appendix 2 pp.; bibliography 4 pp. Manuscript available on inter-library loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: ". . . to determine the status of speech education in the secondary schools of Nebraska. The problem was three-fold: first, to secure information on the methods of teaching speech in the secondary schools of Nebraska; second, to secure information on the numbers of students in speech courses and extra-curricular activities; and third, to secure information with respect to the academic background in English and speech, and the teaching experience of teachers of speech."

Methods: Dramatic activities are considered as areas of "speech education." Study is based on questionnaire survey conducted in 1949. From review of related articles and theses and from correspondence with departments of instruction in 47 states (excluding Nebraska) and the

District of Columbia, writer determined certification requirements in semester hours to teach speech in each of the states and district. This survey was conducted "in order to have a basis for subsequent comparison of Nebraska with other states." Questionnaires received from 360 Nebraska high school superintendents are analyzed according to their information regarding: (1) how and to what extent speech is taught--as a separate course, integrated with another course, or through extra-curricular activities; (2) what areas of speech are taught; (3) nature and extent of extra-curricular speech activities that are offered; (4) adequacy of the speech programs. Questionnaires received from 263 high school English and speech teachers are analyzed according to their information regarding: (1) nature and extent of speech courses being taught; (2) current extra-curricular teaching activities of the teachers; (3) academic backgrounds of the teachers--number of college semester hours in English, titles of courses and number of college semester hours in speech, participation in high school and college extra-curricular activities; (4) teaching experience--years of experience teaching speech and directing extra-curricular speech activities. Comparisons are drawn between the status of speech education in Nebraska and the other states.

Features: Results of surveys are illustrated in tables and graphs as well as discussed in text.

Heiman, Hazel. "A Survey of the Speech Curriculum and Extra-Curricular Activities in the High Schools of South Dakota." Unpublished Master of Arts thesis, 1959. Preface 11 pp.; text 81 pp.; appendix 16 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of South Dakota Library, University of South Dakota, Vermillion, South Dakota.

Purpose: Purpose seems to be to "give a picture of the speech curriculum and the participation in extra-curricular activities in the high schools of South Dakota at the present time."

Methods: Study, conducted in 1957-58, is based on 2 questionnaire surveys, and investigates the following curricular and extra-curricular speech activities: public speaking, debate, discussion, original oratory, declamation, parliamentary procedure, phonetics, oral interpretation, dramatics, radio, and television. The first survey, involving 87 high school speech teachers of South Dakota, investigated the following factors relating specifically to theatre arts: extent of teaching dramatics in a speech class, an English class, or as a separate subject; course of study, teaching aids, and textbooks used to teach

dramatics; types of extra-curricular dramatics activities; adequacy of play production equipment; use of money from public performances; titles of plays presented most frequently; extent, nature, and financing of dramatic clubs; community support of dramatic activities; teachers' estimates of adequacy of their total speech programs; professional organizations to which schools and speech teachers belong; academic preparation and teaching responsibilities of reporting teachers; amount of teacher time spent outside of class directing speech activities; extent of teachers' interest in teaching curricular and extra-curricular speech. Results of survey on all areas of speech are analyzed according to 5 classifications of school enrollment, and significant speech "trends" in each classification are discussed. A second survey, conducted among 21 speech instructors in South Dakota colleges and universities, investigated "the high school speech curriculum from the college teacher's point of view." Instructors provided the following information regarding 778 of their current college students: number of students who had high school speech courses and the areas of speech studied; number of students who had participated in high school extra-curricular activities and types of activities; areas of speech in which students are lacking; how students with speech training compare to students without speech training; how high school speech training better prepares students for college; in preparation for which fields high school speech training is helpful; and number of responding colleges and universities who require a fundamentals of speech course for graduation.

Features: Results of both surveys are tabulated as well as discussed in text.

Hicks, Lee Roy. "An Investigation of Selected Factors in the Speech Programs of the High Schools of the State of Oklahoma." Unpublished Master of Arts thesis, 1951. Text 72 pp.; bibliography 2 pp.; appendix 20 pp. Manuscript available on interlibrary loan: University of Oklahoma Library, University of Oklahoma, Norman, Oklahoma.

Purpose: ". . . to examine certain selected factors in the speech program of the high schools of Oklahoma."

Methods: Study considers "all three year and four year high schools accredited by the State Department of Education of Oklahoma," and the speech "curriculum and extra-curricular or co-curricular activities" of these schools, primarily for the school year of 1950-51. The factors selected for examination are: (1) course offerings, (2) training and scheduled duties of teachers, (3) school equipment available for speech programs, and (4) speech contest partici-

pation of the schools. Study is based on examination of the following sources: "(1) the Application for Accrediting to the State Department of Education, (2) the transcripts of each teacher on file in the Office of Certification of the State Department of Education, and (3) the Oklahoma Speech League tournament director's report of contest entries and results on file in the Oklahoma Speech League Office, University of Oklahoma, Norman, Oklahoma." Regarding speech course offerings in the 816 accredited high schools, the following information is presented: number of schools offering, and not offering speech; number of schools which dropped curricular speech for 1950-51 school year; number of speech courses offered; number of schools "adding to or initiating a speech curriculum for the school year, 1950-51;" number of class periods scheduled for speech courses; size of speech class enrollments; length of speech class periods; grade levels at which speech is offered. Regarding 368 speech teachers, the following information is presented: number and kinds of degrees held; number of speech teachers who have college credit in speech, number of speech teachers who do not, and colleges and universities where such credit was earned; number of speech classes and number of other classes taught daily. Regarding equipment in the 357 of 816 schools which offered speech, the following information is presented: number of available volumes in school libraries; amount of library expenditures for 1950-51; and amount of available projectors, recorders, record players and radios. Finally, regarding contest programs, information is presented on "the extent of attendance" and the extent and nature of entries "at the 20 tournaments sponsored by the Oklahoma Speech League" in 1950-51.

Features: Because the selected factors deal with speech in general terms, there is some, but limited, indication of the nature of curricular and extra-curricular dramatics. Information regarding the 4 factors is tabulated as well as discussed in text.

Hoebel, Frederick C. "A Survey of the Speech Curricula and Activities of the Lutheran Secondary Schools of the Wisconsin and Missouri Synods in the United States." Unpublished Master of Arts thesis, 1964. Text 71 pp.; bibliography 2 pp.; appendix 15 pp. Manuscript available on interlibrary loan: University Library, Bowling Green State University, Bowling Green, Ohio.

Purpose: ". . . to survey the secondary schools of the two church bodies and examine the speech programs offered students of these institutions."

Methods: The following areas of speech are considered: public speaking, drama, discussion, debate, oral interpretation, and speech and hearing physiology. Survey was conducted in 1964 and is based on questionnaire response from 31 principals and 32 speech teachers in 33 Lutheran secondary schools of the United States. Survey examines "the nature and extent of speech education" in these schools according to 4 categories: course offerings, "extra-class speech offerings," teacher preparation, and school philosophies. Specific considerations discussed in the text include: (1) course offerings--number and types of speech courses offered, speech as a required course, areas of speech emphasized in the curriculum, number of students enrolled in speech courses, plans to add to speech offerings; (2) extra-class speech offerings--extent of contest participation, principal and teacher attitudes on contest participation, teacher remuneration for sponsoring extra-class activities, number and types of "sponsored speech organizations," extent of student participation in such organizations, number and types of dramatic productions; (3) teacher preparation--principal's satisfaction with speech teacher's academic preparation, number of schools with funds available to teachers for in-service training, extent of each speech teacher's academic speech training, teacher's attitude toward teaching speech, extent of speech teacher membership in professional associations; (4) school philosophies--speech budget of each school, extent of other courses taught by speech teachers, principal and teacher attitudes toward the values of speech courses and activities for students, principal and teacher attitudes toward their present speech programs.

Features: Although the survey considers several areas of speech, it does indicate the place drama holds in the curriculum of a specific population of secondary education. "It was not the purpose of the author to go into detailed statistical analyses of the responses, nor to derive statistical comparisons with other private and/or parochial school systems."

Hughes, Gladys. "An Analysis of State Courses of Study for Speech in Secondary Schools of the United States." Unpublished Master of Arts thesis, 1962. Text 77 pp.; appendix 5 pp. Manuscript available on interlibrary loan (for use in library only): Baylor University Library, Baylor University, Waco, Texas.

Purpose: ". . . to determine the status of speech education in the public secondary schools and to analyze the courses

of study published by State Departments of Public Instruction."

Methods: Drama and theatre are included in the definition of "speech." Chapter One presents the "historical development of speech in the secondary schools of America." Analysis of state courses of study is limited to those which "consider speech as a separate department and not those that integrate speech with language arts or other courses;" and includes description of objectives, scope and sequence of each course of study.

Features: Appendix lists all fifty states according to those having (1) speech bulletins, (2) language arts bulletins, (3) no state course of study, (4) no information available, and (5) those not responding to author's request for their course of study bulletin.

Hunter, Frank A. "A Survey of Speech Education in the Secondary Schools of Nebraska." Unpublished Master of Arts thesis, 1962. Text 108 pp.; bibliography 2 pp.; appendix 29 pp. Manuscript available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: ". . . (1) to determine what speech courses are being taught and whether these are elective or required courses, (2) to determine the extent of speech being taught in connection with other courses, (3) to determine the amount of speech training being given to students in the secondary schools, and (4) to discover the academic training of teachers of speech."

Methods: Survey is based on questionnaire method. Teachers of speech and directors of speech activities in 277 Nebraska high schools (grades 9-12) responded to the survey. The general areas of curricular and co-curricular speech education which are investigated include: public speaking, dramatics, debate, radio and television. Considerations of the survey which specifically relate to theatre arts include: academic backgrounds and teaching responsibilities of teachers and directors of dramatic activities, number of schools with curricular and co-curricular dramatic programs, number of schools offering dramatics in courses other than speech courses, grade levels at which dramatic programs are offered, types of textbooks used, number of schools producing one-act and full-length plays, number of students participating in co-curricular dramatics as actors or crew members, number of schools which are members of high school activity and speech organizations, types of theatres and equipment available for dramatics activities.

Also included in the study are teachers' evaluations of the strengths and weaknesses of their schools' speech programs, and the extent of support given to their programs by faculty and administration. All items of survey are considered according to 6 categories of school size.

Features: Several related journal articles and five theses--one of which was a survey conducted in Nebraska 13 years prior to current study--are summarized in terms of their objectives and conclusions. Results of current survey are tabulated as well as discussed in text.

Jenks, Mary Ellen. "The Role of Speech in the Modern High School Curriculum (Exemplified by Monona Grove High School)." Unpublished Master of Science thesis, 1957. Text 201 pp.; bibliography 5 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$9.73.

Purpose: Purpose seems to be to describe the development of the speech department at Monona Grove High School in order to show how it "fits into the general philosophy of education, and fulfills the objectives of modern secondary education."

Methods: "Speech education" is defined to consider areas such as public speaking, discussion, debate, dramatics, oral interpretation, and radio and television. Chapter I is "devoted to a broad survey of the recent history and philosophy of secondary education in the United States." Chapter II is "devoted to a consideration of the role of speech in the high school curriculum;" in which, writer discusses how speech training contributes to the aims of education and considers the "criteria for an effective speech program for the high school." In Chapter III, writer presents detailed description of how she planned and initiated the Monona Grove High School speech department according to the criteria. The initial program, "made effective for the 1956-1957 school year," contained: "(1) a program of speech improvement for ALL entering students; (2) a program for students with superior interests or skills in speaking; (3) a program for students with speech handicaps requiring clinical attention." Specifically, the program contained: (1) "a compulsory one-semester speech course" for 9th graders; (2) a one-year elective speech course for upperclassmen; and (3) extracurricular activities in discussion, debate, and forensics. The 9th grade course and elective course contained a 2-week unit on play reading. In final chapter, writer presents recommendations for enlarging the

initial program; in which, she presents an outline for an elective course in dramatics and oral interpretation which would meet twice weekly for one year and be open to 10th, 11th, and 12th graders.

Features: Major emphasis of writer's program is on activities such as public speaking, discussion and debate. However, study does illustrate major factors to consider in trying to build a strong speech department from the very beginning and how dramatic activities could be initiated into an enlarging program designed to meet the needs of all the students.

Jung, Sr. Mary Charlotte. "The Jesuit Philosophy of Speech Education and How It Functions in the Training of the Jesuit and in Two Jesuit High Schools and Two Jesuit Universities." Unpublished Master of Science thesis, 1956. Introduction v pp.; text 104 pp.; bibliography 4 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$5.93.

Purpose: Purpose seems to be (1) "to show that in the Jesuit system of studies provision has been made for speech training and that the prescriptions of the system are carried out today with modifications to adapt the system to modern needs;" and (2) to show that "though the curricula and methods of the Jesuit scheme may be modified to suit circumstances and times, the spirit and philosophy of the Ratio Studiorum remains unaltered."

Methods: Term, "speech education," includes consideration of activities such as public speaking, discussion, debate, and dramatics. Chapter I of study contains historical background on the life of Saint Ignatius of Loyola and on the Jesuit order which he founded. Chapter II contains examination of "Part Four of the Jesuit Constitution and the Ratio Studiorum, the two great educational guides of the Jesuits." Herein, writer considers the Jesuit system of education "by considering the history, or source, of the system, then its organization, and finally, its adaptation to modern times, emphasizing the methods that encourage speech training." Chapter III contains description of the contemporary speech training that a man receives during the several phases of his training to become a Jesuit. Remaining 4 chapters contain description of the speech training provided in the following Jesuit institutions: (1) Fordham Preparatory School and Fordham University in New York City; and (2) Marquette High School and Marquette University in Milwaukee, Wisconsin. Each of the schools is described in terms of its general philosophy of education, its philosophy of speech education,

and its curricular and extra-curricular speech offerings.

Features: Although study does not deal specifically with secondary school theatre arts, there is information on the nature and extent of activities in this area in writer's description of the 2 high schools.

Karner, Sr. Mary Matthew, S.S.N.D. "A Two-Year Speech Program for Duchesne High School." Unpublished Master of Arts essay, 1960. Preface 1 p.; text 33 pp.; appendix 20 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: St. Louis University Library, St. Louis University, St. Louis, Missouri.

Purpose: Purpose seems to be to describe the solutions to "the problem faced in planning a speech program for Duchesne High School."

Methods: The problem in planning a speech program "was--first, to introduce formal accredited speech courses into the curriculum; and secondly, to combine the co-curricular activities of the school into an integral whole with those courses." First major consideration contains discussion of "the reasons for the absence of accredited speech courses" in the earlier part of the school's history, "the speech activities held before formal classes were introduced," and the evolution of the school's two-year speech program. Second major consideration deals with comparison of the two-year program--its objectives, equipment and courses--"with the standards laid down by authorities in the speech fields." Finally, the syllabus for the school's speech program is presented and discussed. The program contains 2 courses --Speech I and Drama I--which have been offered "for the past eight years." Speech I is offered during the junior year and Drama I is offered during the senior year. Outlines of both courses are presented, which include the following information: (1) "topics to be taught, time allotted, and specific pages in adopted text;" (2) "some of the accepted teacher-pupil motivation discussed by recognized speech authorities;" (3) "suggested procedures and activities;" and (4) "other material and mechanical aids that can be used to facilitate teaching procedure." The procedures and activities of both courses are specifically designed to be co-ordinated with co-curricular activities.

Features: Appendix contains samples of "charts and outlines used in class to gauge student progress, or to aid in planning work."

Kerikas, Emanuel John. "Current Status of Speech Education in the Public Secondary Schools of the Intermountain States." Unpublished Doctor of Philosophy dissertation, 1962. Text 639 pp.; bibliography 6 pp.; appendix 79 pp. Written at Northwestern University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$9.55 plus postage.

Purpose: ". . . to discover how the various Intermountain States, which include Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, are dealing with the various aspects of speech education both in the classroom situation and in extra-class activities."

Methods: "Secondary schools" are defined as "all senior high schools with grades nine or ten through twelve;" and "speech" is defined to include: "(a) classroom instruction dealing with such areas of speech as fundamentals of speech, public speaking, debate, discussion, interpretation, dramatics, radio, television, etc.; and (b) extra-class speech activities dealing with such experiences as debate, dramatics, oral interpretation, declamation, oratory, radio speaking, etc." Study is based on response to survey questionnaire by 123 public secondary schools of the Intermountain States that "offer a program of speech education and indicated a desire to participate in the survey." Questionnaire was designed to obtain information on 8 areas: (1) The School--name, location, present enrollment, and "name and position of the individual filling out the questionnaire." (2) Administration and Speech Instructor --"which department is responsible for the administration of courses in speech; the number of speech instructors engaged in speech work in the various schools; the number of students per instructor; the number of years of teaching experience held by each speech instructor; the departmental background of speech instructors while in college; the greatest academic preparation and greatest present interest of each speech instructor; the highest degree held by each speech instructor; the salary schedule for speech instructors; the giving of additional salary for the supervision of extra-class speech activities; the various professional speech organizations to which speech instructors belong, and the number of instructors belonging to each; the periods during which speech is taught; the number of speech courses taught in each school; the number of speech classes per instructor; the number of students registered for courses in speech; and the titles assigned to various courses in speech." (3) Students and Speech Program--"whether or not speech is required for graduation, and who may enroll or is required to enroll in speech; what percentage of students participate in the classroom speech program and the extra-class speech program in proportion to the total enrollment of the school; who

may participate in the extra-class speech activities; what standards are expected of students who participate in the extra-class speech activities; what method of handling students seems to prevail in the speech program; who determines the selection of subject matter to be used for classroom performance and extra-class speech activities performance; how is individual student performance evaluated; how are the 'general bases for grading' used to determine the student's final grade in the course; and what assignments are expected to be fulfilled by the student during the course, and what percentage of the student's final grade is based on the completion of these assignments." (4) Classroom Speech Program--"which areas of speech are included as units of work in the classroom speech program, and the popularity of these units of work with the students; which speech fundamentals are stressed in the classroom program, and the amount of emphasis given to each of these speech fundamentals by the instructor during the course; if one or more textbooks are used for the course in speech, and the names of the textbooks; to what speech literature (magazines, journals, newspapers, bulletins) the school library subscribes for use by students, and the names of these speech materials; and what teaching aids or methods of enrichment are employed in the teaching of speech." (5) Extra-Class Speech Program--"extra-class speech activities in which the school participated, to what extent, and the popularity of these extra-class speech activities with the students; how many hours per week are spent outside of regular school hours for extra-class speech activities by speech instructors; and to which speech organizations the students belong, and the number of students belonging to each." (6) Evaluation of Speech Program--"factors to be considered in organizing and developing a public school speech program in terms of (a) what speech instructors consider to be important in insuring the success of any public school speech program, and (b) what speech instructors believe is preventing their own program from functioning as effectively and satisfactorily as might be desired." (7) Philosophy Governing Speech Program--"various philosophies which seem to govern the total speech program found in the public schools." (8) "Additional Comments Concerning the Speech Program." Text contains tabulations and analysis of information received from survey.

Features: "When it was considered practical, the responses for each state participating in the study were placed in a separate table. This was done to give those readers who desired to analyze the responses for each state separately the opportunity to do so."

Kerr, Rev. Joseph L., S.M. "A Survey and Analysis of Speech Programs and Activities in the Catholic High Schools of Ohio, 1954-1955." Unpublished Master of Arts dissertation, 1956. Text 59 pp.; appendix 5 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: " . . . to analyze the speech programs of Catholic High Schools in the state of Ohio; to consider these speech programs in relation to the standards and objectives of an effective program of speech training; and to make recommendations with regard to their improvement, in both curricular and extracurricular areas."

Methods: Term, "speech," includes the areas of speech correction, forensics, dramatics, and public speaking. First part of study presents "the opinions and viewpoints of authorities in the field of speech training . . . in order to determine standards in the light of which an analysis and evaluation can be made." A survey, by means of questionnaire method, is then made of the 1954-1955 speech programs in 37 Catholic high schools in Ohio with enrollments of over 200. Response to questionnaire revealed information regarding: types of speech courses offered; number of periods in class schedule devoted to speech instruction; number of students receiving curricular training in speech; personnel who determined the nature of the speech offerings; nature of the extracurricular speech training and activities; and academic backgrounds of speech instructors.

Features: Analysis of survey results points out some major problems in building strong speech programs in schools that have just "begun to recognize the need for speech education in the curriculum."

Kline, Charles William. "A Survey of Speech and Dramatics in the Secondary Schools of Franklin County, Ohio." Unpublished Master of Arts thesis, 1961. Text 85 pp.; bibliography 1 p.; appendix 3 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: " . . . (1) to determine what courses were being offered in speech and dramatics in the secondary schools of Franklin County, Ohio, (2) to determine if qualified speech teachers were teaching these courses, (3) to determine how many speech teachers were in each school, (4) to determine what other subjects teachers of speech and dramatics were teaching, (5) to determine how many students were enrolled in speech or dramatic courses on the secondary level."

Methods: Survey was "designated to give a picture of the speech program in a metropolitan area of the state." It is based on questionnaire method and covers the 1959-1960 school year. Response was received from 25 speech teachers in 23 schools which offered speech for credit. Factors of the survey regarding the schools and their speech programs include: enrollment size, number and types of speech courses offered on a semester or yearly basis, amount of credit hours for each speech course, size of enrollment in speech classes on a semester or yearly basis. Factors regarding teachers include: "age, sex, degrees, teaching experience, certification, subjects they are teaching, and semester and graduate hours in the speech and dramatic area." Additional factors regarding teachers are: colleges and universities where graduated, participation in extracurricular speech and dramatics activities, remuneration for extracurricular activities, membership in professional organizations. All factors of the survey are presented and considered according to 3 categories of school size.

Features: All factors of survey are tabulated as well as discussed in text.

Krammes, Dale Edwin. "Student Reaction to the High School Speech Program, Senior High School, Eau Claire, Wisconsin." Unpublished Master of Science thesis, 1953. Text 155 pp.; bibliography 1 p. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$7.65.

Purpose:

- (1) To see how the speech program developed in the Eau Claire Senior High School from 1895 to 1937.
- (2) To see what specific advancements have taken place in speech in the Eau Claire Senior High School from 1938 to 1951.
- (3) to see what contributions H.W. Mathison and other individuals have made to Eau Claire's speech work.
- (4) To discover the trend in speech classes from the numbers enrolled the past fifteen years.
- (5) To see what conclusions can be drawn from the questionnaire given to 481 high school freshmen and the questionnaire given to 433 high school sophomores.
- (6) To see this particular speech program in relation to the community.
- (7) To see if the present speech program adequately serves the students of the Eau Claire Senior High School.
- (8) To suggest plans for the future growth and development in speech at the Eau Claire Senior High School."

Methods: Study deals with "a department in a high school" which has grown "from extra-curricular to curricular status,

employing one part-time and three full-time teachers to do the job required for the courses." Speech program includes the areas of forensics, dramatics, debate, and radio. Study "was started during the school year 1950-1951," and is based on questionnaire surveys of students, the school's publications and superintendents' reports, and "writer's knowledge of things in the Eau Claire High School" (writer graduated from the school and was teaching in it at time of study). First, writer briefly describes the school's current speech program, which contains a "beginning speech course" for freshmen and advanced courses in debate, dramatics, and radio speech; then he describes the 2 questionnaires used in the study. First questionnaire "was given to 481 high school freshmen toward the end of a required one-semester ninth grade speech course;" it "was designed to get reactions as to likes and dislikes of the one-semester freshman speech course, information learned about speech, personality development as a result of taking the speech course, and whether or not the student wished to take an advanced speech course in high school later on." Second questionnaire "was given to 433 of the same students who had taken the first questionnaire;" it was given "at the end of their first semester as sophomores;" and it was designed "to see if the things taught in the speech course had stayed with the students and to see if they would have the same reaction about speech after taking the course as when they were in it." Following description of questionnaires, writer devotes a chapter to discussion of "results and implications" of each item on both questionnaires. Next, writer discusses development of speech work in the school from 1895 to 1937, in which he considers both curricular and extra-curricular speech in areas of forensics, debate, and dramatics. Finally, writer discusses development of the speech program from 1938 through 1951, during which time radio speech was added. This final major consideration also contains discussion of specific teachers' contributions to the speech program and of the program's relationship to the community.

Features: In discussing results of questionnaires, writer frequently presents specific student comments.

Logue, Calvin M. "A Survey of Speech Education in the Accredited Public White Secondary Schools of Alabama." Unpublished Master of Science thesis, 1961. Text 67 pp.; appendix 10 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Florida State University Library, Florida State University, Tallahassee, Florida.

Purpose: " . . . to determine what programs relating to speech education existed in the accredited white secondary schools of Alabama."

Methods: "Speech" is defined to include the following areas: fundamentals of speech, public address, interpretation, radio and television, theatre, and speech and hearing disorders. Study is concerned with speech activities "existing during the 1960-1961 school year" in grades 7-12 of the schools surveyed and is based on data collected from the following sources: (1) examination of official accreditation reports of the 336 accredited Alabama schools which were on file at the State of Alabama Department of Education; and (2) analysis of questionnaires received from principals of 180 of the accredited schools. The questionnaires were used to supplement information received from accreditation reports. Four major "divisions of activity and personnel" were considered in the study: (1) Administrators--problems in creating and maintaining effective programs, recommendations for improving existing programs, plans for future development of speech programs; (2) Teachers--academic backgrounds, number of years teaching experience, types of courses taught by speech teachers and directors, number of pupils taught daily; (3) Curriculum--number of speech courses required and elective, grade levels at which speech courses were offered, areas of speech emphasized in speech courses, speech integrated with other courses and areas of speech emphasized in integrated courses; (4) Speech Activities other than Formal Speech Courses--clubs, debate teams, tournaments, contests, festivals. Items of survey directly related to dramatic arts include: types of courses offered (required and elective), areas of speech studied in speech integrated courses, types of dramatic productions and number of schools reporting productions, grade levels of production participation, number of schools with teachers who direct productions, courses usually taught by directors, nature and extent of dramatic activities other than formal courses, areas in which schools plan to extend speech programs, areas of speech in which schools indicated a need for a state course of study.

Features: Data collected from both sources of survey are presented in tables as well as discussed in text.

Lutz, Robert A.B. "A Course of Study Guide for the Speech Program in Pickaway County Schools." Unpublished Master of Arts thesis, 1961. Text 96 pp.; appendix 27 pp.; bibliography 4 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: " . . . to create a basic program for speech education in the high schools of the three districts in Pickaway County."

Methods: "Speech" is defined to include: public speaking, discussion, debate, parliamentary procedure, interpretation, dramatics, radio, and voice science. The proposed program consists of "two minimum courses" in speech, specifically designed to meet the needs of a community which "has had very little experience with a speech program," and which has a largely rural population. The program is based on consideration of student needs and "consultation of textbooks, courses of study, and resource materials in the field of speech." The two courses are outlined "to assist the beginning teachers in the area of speech in understanding just what is considered essential content to be taught." Each unit of the two courses is outlined according to 4 categories: general and specific objectives, organization of content, activities, and suggested supplementary sources. Under supplementary sources, specific chapters or pages are cited for each reference listed. Regarding the field of dramatics, the first course contains units involving "bodily action" and voice training; the second course contains a unit titled "Dramatics, Theatre and Play Production." Also discussed in the text are evaluation techniques and the writer's recommendations for textbooks for the two courses.

Features: Appendix contains examples of forms to use in evaluating speech programs and student speech skills, and examples of objective tests for use in speech courses.

Lysaght, Carol E. "An Analysis of Literature Pertaining to Speech Improvement in the Public Schools." Unpublished Master in Education thesis, 1960. Text 163 pp.; bibliography 18 pp. Manuscript available on interlibrary loan: School of Education Library, Boston University, Boston, Massachusetts.

Purpose: " . . . to review selected literature in the area of speech improvement in the public schools in order to discover trends and problems in the objectives, materials, activities and methods for teaching speech improvement in the regular classroom."

Methods: Study contains reviews of books and articles, in abstract form, pertaining to speech improvement in public schools from January 1, 1946 to December, 1959. "Speech improvement" is defined as that part of the regular classroom situation which "consists of systematic instruction in oral communication and has as its purpose the development of appropriate articulation, voice and language abilities that enable all children to communicate their ideas effec-

tively." The literature is analyzed according to sub-topics: (1) speech and language development, (2) speech education, (3) speech in the elementary grades, (4) speech in high school, (5) speech in oral composition, (6) speech research, (7) speech--teaching aids and miscellaneous. Abstracts contain summaries of content as well as author's conclusions.

Features: Review of literature on speech in high school contains 46 abstracts. Since theatre arts are often integrated in the general high school speech program, several entries include consideration of high school theatre arts. Study also provides a bibliography of literature on dramatics on the secondary level.

Maher, Francis W. "A Survey and Analysis of the Speech Programs of the Public High Schools of the District of Columbia: 1950-1951." Unpublished Master of Arts dissertation, 1952. Preface v pp.; text 29 pp.; appendix 4 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . to examine the position of speech in the high school curriculum of 1950-1951; to determine how well speech meets the fundamental objectives of education; and to establish a norm by which to evaluate the high school speech program of a typical American public school system."

Methods: Speech programs of the "ten senior high schools" of the District of Columbia in 1950-1951 were chosen for analysis. A questionnaire survey and personal interviews with the principals of these schools provided information on the extent of three major aspects of their speech programs: (1) speech correction, (2) remedial reading, and (3) extra-curricular speech training--which encompasses dramatics, public speaking, debate, radio, choral speaking, and plays for assembly programs. This information is analyzed according to an established norm based on the objectives presented in the Karl F. Robinson and W. Norwood Brigance article, "The Program in Basic Skills in Speaking," Bulletin of the National Association of Secondary Principals, XXIX (November, 1945).

Features: Survey of the speech programs also revealed factors such as: academic backgrounds of speech instructors, percentage of students taking speech courses, attitudes of school principals concerning their speech programs, how the speech programs of each school are determined--by the teacher, by the administrator, or by both.

Marmor, Ellis. "An Analysis of the Speech Needs of Seventh Term Students at a New York City Public High School." Unpublished Master of Arts thesis, 1951. Text 104 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Paul Klapper Library, Queens College, Flushing, New York.

Purpose: " . . . to discover if a particular speech curriculum in a particular New York City high school, in the opinions of the students, meets the needs of the students participating in the curriculum."

Methods: The following areas of speech are considered in the study: dramatics, group discussion, oral reading, parliamentary procedure, public speaking, radio, and speech improvement. Study is based on questionnaire survey of 475 students in a high school which has "the largest independent Speech department in New York City." Participating students were seniors "who were within two weeks of completing their second term of speech work." Questionnaire investigated student opinions regarding the following factors: areas of speech considered most interesting and least interesting, areas of speech studied that were considered to be of most value in school situations and in situations outside of school, areas of speech studied that were considered of no value, areas of speech not studied that would have been valuable, and areas of speech not adequately covered in speech classes. Questionnaire also investigated the students' high school course of study (academic, general, commercial), plans to attend college, and vocational plans. Results of questionnaire survey are discussed and analyzed in text. As background for the study, writer provides description of the school's total speech curriculum and points out "how the objectives and activities of the various syllabi of the speech curriculum . . . are directed at satisfying the aims of all secondary education."

Features: Also included in the study is discussion of the speech curriculum in each of 11 high schools located in various parts of the United States. The objectives of these curricula are discussed in regard to how they satisfy the aims of secondary education "listed by the National Education Association."

McClain, R.J. Spence. "A Study of the Status of Speech Education in the Secondary Schools of the United States as Shown in the Speech Curriculum Guidebooks of the Several States." Unpublished Master of Arts thesis, 1964. Text 62 pp.; bibliography 2 pp.; appendix 3 pp. Manuscript available on interlibrary loan: Louisiana State University Library, Louisiana State University, Baton Rouge, Louisiana.

Purpose: ". . . to examine the speech curriculum guidebooks of the several states to determine what is the suggested speech curriculum of the secondary schools of the United States."

Methods: "Secondary school" is defined to include grades 9-12. Writer conducted an initial survey of all 50 states "to determine which states have curriculum guidebooks for teaching speech in the secondary schools, either prepared under the supervision of the state departments of education, or endorsed by the departments for use in the public secondary schools." This study is based on analysis of the available guidebooks from the following 10 states: Colorado, Hawaii, Illinois, Indiana, Louisiana, Michigan, Mississippi, Missouri, Nebraska, and Washington. Initially, each guidebook is described according to "general content and format." Secondly, writer presents the following specific information: "(1) the types of courses included in the curriculum guidebooks, (2) the number of courses in each guidebook, (3) the suggested amount of teaching time for each course, and (4) a description of the general philosophy and objectives for the teaching of speech in each state." Third, writer specifically describes the 5 types of courses included in the curriculum guidebooks, which are: speech fundamentals and public speaking, drama, discussion and debate, broadcasting, and oral interpretation. Each of these courses is described according to the objectives and contents emphasized in each of the 10 states' guidebooks.

Features: Some factors in the analysis of the 10 guidebooks are presented in charts as well as discussed in text. Appendix contains "a bibliography of the recommended textbooks and reference books suggested by the several states."

Mellgren, Marian Helen. "A Survey of Speech Education in the High Schools of California." Unpublished Master of Arts thesis, 1956. Text 246 pp.; bibliography 6 pp.; appendix 11 pp. Manuscript available on interlibrary loan: University of the Pacific Library, University of the Pacific, Stockton, California.

Purpose: ". . . to ascertain the status of speech education in the public high schools of the State of California in the spring semester of 1954."

Methods: Areas of "speech education" included in the investigation are: public speaking, debate, discussion, drama, radio, television, and corrective speech. "Public high schools" are defined as those which include "either grades nine through twelve as a four-year high school or grades ten through twelve as a senior high school." Survey is based

on questionnaire method. Speech teachers in 132 California high schools responded. General areas of survey include: required speech classes, elective speech classes, extracurricular speech, clinical speech, emphasis on speech in English and social studies classes, speech equipment, and training, experience and responsibilities of speech teachers. Considerations of the survey pertaining specifically to dramatic arts include: how drama is taught--as separate class, in speech course, in English course, or as extracurricular activity; number of drama classes scheduled in each school; grade level, requirements for admission, and size of drama classes; textbooks used; graduation credit for drama courses; rehearsal rooms available for drama productions; methods of teaching stagecraft; types of dramatic productions--one-act plays, three-act plays, assembly programs; use of production profits; relationship of drama to English classes. All factors of the survey are analyzed according to 5 classifications of school enrollment.

Features: Results of the survey are tabulated as well as discussed in text.

Moore, Imogene Grace. "Descriptive Comparison of Three Fundamentals High School Speech Texts." Unpublished Master of Science thesis, 1958. Text 150 pp.; appendix 6 pp.; bibliography 1 p. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$7.69.

Purpose: Purpose seems to be to provide information "about some of the leading fundamentals high school speech texts."

Methods: Study contains analysis of the latest editions of the following textbooks: (1) Speaking and Listening by Weaver, Borchers, and Smith; (2) Speech A High School Course by Sarett, Foster, and McBurney; and (3) The New American Speech by Hedde and Brigante. These texts were selected for analysis on basis of recommendations of "chairmen of speech departments or specialists in speech pedagogy" for 25 colleges and universities who were asked by the writer to recommend "ten leading fundamentals high school speech texts;" the texts listed above "were listed more times than any other books." In 6 chapters, writer compares and evaluates the texts according to a criteria "adapted from a guide prepared by Franklin H. Knower." First, writer considers philosophies of speech education as expressed in the texts. Second, writer deals with "content, assignments, and learning exercises" in the texts; and third, with their treatment of speech elements and speech activities.

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Writer's fourth phase of analysis treats the texts^o (1) presentation of "methods of diagnosis and evaluation of achievement in speech" and (2) presentation of teaching aids. Next, writer gives background on the authors and analyzes physical characteristics of the books. Final phase of writer's analysis deals with each text's contribution to understanding the field of speech.

Features: The major concern of study seems to be with teaching speaking and critical listening rather than theatre arts. However, writer's analysis of speech activities contains description of the nature and extent of each text's treatment of dramatics and play production.

Mosvick, Roger Kenneth. "The Status of Speech Education in the Public High Schools of Minnesota." Unpublished Master of Arts thesis, 1958. Text 140 pp.; bibliography 2 pp.; appendix 30 pp. Manuscript available on interlibrary loan: University of Minnesota Library, University of Minnesota, Minneapolis, Minnesota.

Purpose: ". . . to obtain a representative picture of curricular and co-curricular speech in Minnesota Public High Schools in terms of programming, direction, financing, organization and student participation."

Methods: Study is based on questionnaire survey of Class A and B public secondary schools (grades 9-12) in Minnesota. Directors of speech in 337 of these schools responded to the survey which investigated the curricular and co-curricular aspects of the various divisions of speech--public speaking, debate, dramatics, and radio. The portion of the survey dealing specifically with theatre arts investigated such items as: number of schools participating in one-act play contests and forensic contests, number of schools offering an accredited drama course, number of semesters the drama course is taught, number of students enrolled in the course, major area of formal preparation of the director of dramatics, average payment to faculty members for direction of dramatic activities, levels at which schools offer differing kinds of dramatic programs, average number of major and minor plays produced each year, number of students engaged in drama each year, number of schools presenting childrens^o plays for elementary schools. Responses to all aspects of the survey are classified according to regions, and/or Class A-Class B schools. Results of the survey are compared to the findings of 7 similar studies conducted previously in Minnesota over a 28 year period.

Features: The studies with which the current survey is compared are described in terms of their purposes, methods, and

general conclusions. The majority of the items investigated in the current survey are tabulated as well as discussed in text.

Mueller, Virginia Marie. "Supplementary Material for the Teacher of Speech and Drama in a Small High School." Unpublished Master of Arts thesis, 1951. Text 117 pp.; bibliography 2 pp.; appendix 44 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to present in the body of this study material to supplement a speech and drama textbook for the teacher in a small high school."

Methods: "Small high school" is defined as one "that has a total enrollment not to exceed five-hundred pupils and where the classes average approximately fifteen students enrolled in the senior high school." Study is designed to help meet the speech and drama needs of students in schools where only 1 course in this area can be offered. The materials are arranged into a 2-semester course, with the first semester emphasizing speech and the second semester emphasizing dramatic literature and dramatics. The semester of dramatics contains materials on history of theatre, structure of a play, types of plays, acting, preparation of a play, and staging of a play. For each section of materials in both semesters, there is discussion concerning techniques and concepts to be developed, exercises and activities to be used, and amount of time needed to cover the proposed material.

Features: "Although the material presented is designed principally as supplementary material, the author believes that the material suggested might be usable as a course of study guide if no text is required or desired in the speech and drama class."

Orban, Donald K. "A Survey of Speech Education in the Secondary Schools of Indiana." Unpublished Master of Arts thesis, 1961. Text 87 pp.; bibliography 1 p.; appendix 16 pp. Manuscript available on interlibrary loan: Indiana University Library, Indiana University, Bloomington, Indiana.

Purpose: ". . . to discover the nature and the extent of speech education in Indiana high schools and to formulate generalizations and recommendations from the information collected. In particular, . . . to indicate what program in speech is available to high school students in Indiana and to determine the status and welfare of the teachers of speech classes and directors of speech activities."

Methods: Study is based on response to a questionnaire survey from the "speech or English teacher in charge of the speech program" at each of 426 Indiana high schools during the 1960-61 academic year. Study investigates 4 categories: (1) the speech curriculum, (2) the content of speech courses, (3) the speech teacher, and (4) the extra-curricular speech activities. Under the category of speech curriculum are considered: number of schools offering a general speech course; type of textbook used; status of the speech course as a graduation requirement; schools offering courses in all areas of speech--general speech, radio, debate, dramatics, stagecraft, and interpretation; the nature of a speech unit as part of an English course. The category on content of speech courses includes consideration of the "emphasis directed to the various areas of speech," and the percentage of time devoted to each area. In third category, consideration is given to the teaching responsibilities of the teachers, their academic backgrounds, and their teaching experience. The fourth category, extra-curricular speech activities, includes consideration of the extent of participation in public performances--"usually a play, discussion, or radio program;" and the extent of participation in competitive performances--contests in "debate, discussion, extemporaneous speaking, original oratory, oratorical declamation, dramatic and humorous interpretation, poetry reading, and radio speaking."

Features: While the major emphasis of the study is on public speaking, there is some indication of the extent and nature of dramatic activities in these schools at the time of the study. Results of survey are tabulated as well as discussed and evaluated in text.

Osborne, Karin B.J. "Survey of the Speech and Theater Program at the University of Minnesota High School." Unpublished Master of Arts thesis, 1958. Text 395 pp.; appendix 1 p.; bibliography 4 pp. Manuscript available on interlibrary loan: University of Minnesota Library, University of Minnesota, Minneapolis, Minnesota.

Purpose: ". . . to survey the speech and theater program at the University of Minnesota High School from the beginning of the school, November, 1907, to June, 1957."

Methods: Study is an historical survey of a 6-year (grades 7-12), co-educational high school, described as "one of the oldest laboratory schools in the nation." Sources of information for the survey include: principals' reports to the president of the University, school yearbooks and newspapers, University High School bulletins and catalogues, minutes of the University's College of Edu-

cation Curriculum Committee, selected copies of the Minnesota Daily, and some of the former University High School speech teachers and directors who were either interviewed by the writer or who responded to the writer's request for written statements. Fourteen different periods in the history of the school's speech and theater activities, determined primarily by the individual instructors in charge, are fully described. These periods fall into 2 categories: speech and theater activities, extracurricular and in English classes, from 1915 to 1940; speech and theatre activities, extracurricular and in speech classes, from 1940 to 1957. For each of the fourteen periods, the following information is provided: (1) formal dramatic productions for audiences (types of productions, directors, number of boys and girls participating, sponsoring groups, dates, places, available production information); (2) speech clubs (types of clubs, sponsors, number of boys and girls participating, types of activities); (3) speech classes (types of classes, instructors, number of classes, courses of study); (4) miscellaneous speech activities (types of activities, dates, places, number of boys and girls participating). Also indicated for each period are: the new trends which developed; and the attitudes of administration, faculty, and students toward the speech and theater activities.

Features: Initial consideration is given to explaining "the nature, purpose, origin, and development of the school itself." Conclusion of study examines how speech and theater activities from 1907 to 1957 related to major purposes of the school.

Padrow, Ben. "A Study of Speech Education in the Secondary Schools of Oregon." Unpublished Master of Science thesis, 1951. Text 60 pp.; bibliography 3 pp.; appendix 12 pp. Manuscript available on inter-library loan; University of Oregon Library, University of Oregon, Eugene, Oregon.

Purpose: ". . . to secure answers to four questions which pertain to speech education in Oregon High Schools.

First, what is the extent and nature of speech education in the secondary schools of Oregon?

Second, what training have the teachers had who provide speech instruction in the high schools?

Third, what are the attitudes of teachers and administrators toward speech education?

Fourth, what are the present and future problems facing teachers of speech in the state of Oregon?"

Methods: "Speech education" is defined to include the following areas: public speaking, drama, debate, radio, interpretation, and stagecraft. Study was conducted during 1949-50 and is based on questionnaire survey of 70 Oregon high school speech teachers, and interviews with some of the teachers and with college speech and education instructors. Extent and nature of speech education is shown according to: number of schools in Oregon "having some form of speech education as part of the curriculum;" number of teachers in schools offering speech education; number of students enrolled in speech courses; areas of speech taught; extent to which speech courses are offered as separate courses, integrated with other courses, as elective or required courses; types of textbooks used; and types of extra-curricular activities. Training of speech teachers is considered in terms of the teachers' major and minor fields of preparation, and in terms of the speech requirements of all teachers in 6 Oregon secondary teacher training institutions. Attitudes toward speech education are analyzed according to teachers' varied opinions on how speech should be included in the curriculum--as a required course, integrated with English, as a separate course. Analysis of problems of speech education contains the following considerations: teacher certification, attitude of State Department of Education, attitudes toward requiring speech in high school, and lack of organization of Oregon speech teachers.

Features: Emphasis of study is primarily on public speaking; however, extent of dramatic activity is indicated.

Palm, Rachel E. "A Survey of High School Speech Programs in Northern Illinois." Unpublished Master of Science in Education qualifying paper, 1955. Text 24 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Parson Library, Northern Illinois University, De Kalb, Illinois.

Purpose: Purpose seems to be "to determine the present status of speech as a subject in the curriculum of representative secondary schools of northern Illinois."

Methods: The following areas are considered under the term, "speech:" speech fundamentals, public speaking, debate, discussion, oral interpretation, dramatics, stage craft, radio. Study is based on questionnaire survey conducted in 1954. Survey received response from the administrator or teacher of speech in 93 high schools in northern Illinois. Survey investigated the following factors in each school system: school enrollment size, size of faculty, number of speech teachers in system, nature of school's speech position, training required for speech

position, how speech was offered in the curriculum--as separate course or part of another course, type of speech courses offered for credit, speech units offered in English courses, units of speech offered in fundamentals course, grade level and number of semesters speech courses were offered, percentage of students who took speech as an elective, nature and extent of extra-class speech activities, persons administering these activities, type of facilities available for speech work, titles of textbooks used, community services rendered by speech department. Data from the survey is discussed according to enrollment classifications of the schools.

Features: Study provides some limited indication of the nature and extent of dramatics in the surveyed schools. Results of survey are tabulated as well as discussed in text.

Patterson, Bessie Chambers. "The Status of Speech Education in the Secondary Schools of the Panhandle of Texas." Unpublished Master of Arts thesis, 1955. Text 114 pp.; bibliography 4 pp.; appendix 3 pp. Manuscript available on interlibrary loan: West Texas State College Library, West Texas State College, Canyon, Texas.

Purpose: ". . . (1) to investigate the adequacy of the speech programs in secondary schools of the Panhandle area; (2) to study the relation of speech and speech activities to other subjects in the curriculum, with especial [sic] emphasis on the value to the student in carry-over from speech to other areas of learning; and (3) to determine the relative value to the student of participation in the various co-curricular speech activities and the place of those activities in the school program."

Methods: Study is primarily based on questionnaire survey of 125 high school administrators and teachers of the Panhandle region, and 30 college freshmen at West Texas State College. The surveyed teachers represented the following subject areas: speech, social science, English, mathematics, science, vocational training, physical education, music, art, and special education. The questionnaire investigated the opinions of administrators, teachers and students regarding the carry-over value of speech to other subjects; and their evaluations of the following speech activities in their schools: dramatics, debate, declamation, extemporaneous speaking, and poetry reading. The questionnaire also investigated the following factors: high school and college speech training of teachers of

various subjects; college speech training of speech teachers; number of speech classes offered and grade levels at which speech is offered in schools of surveyed teachers and administrators; and teachers' and students' suggestions for improving speech programs.

Features: Results of survey are presented in tables as well as analyzed in text.

Penner, Karen Irene. "A Study of the Extra-Curricular Activities of Kansas High School Speech Teachers." Unpublished Master of Science thesis, 1962. Text 92 pp.; bibliography 5 pp.; appendix 14 pp. Manuscript available on interlibrary loan: William Allen White Library, Kansas State Teachers College, Emporia, Kansas.

Purpose: ". . . to determine, by means of a questionnaire, what duties, curricular and extra-curricular, will face a speech teacher in the state of Kansas, depending on the class of school in which he teaches."

Methods: Term, "speech," is defined to include activities such as "dramatics, debate, forensics, radio-T.V., choral groups, etc." Study is based on data from 2 types of questionnaires--one from the speech teacher and one from the teacher's principal--received from 309 Kansas high schools. Questionnaires were designed to provide information for the following questions:

- (1) What is the teaching load of the average Kansas high school teacher?
- (2) What is the average teaching load of the speech teacher?
- (3) What speech activities are conducted outside the classroom?
- (4) How much time is involved in these activities?
- (5) Does the teacher receive a salary compensation for these activities?
- (6) Is the teacher expected to sponsor unrelated extra-curricular activities in addition to the speech activities?"

Text of study contains analysis of results from questionnaire as they relate to the above questions.

Features: Activities related to speech and theatre arts are explored on the basis of school size. Questionnaire results are presented in graphs and tables, as well as explained in text.

Phelps, Waldo Woodson. "A Survey of Speech Education in the Public Senior High Schools of California." Unpublished Doctor of Philosophy dissertation, 1949. Text 133 pp.; bibliography 5 pp.

Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: Purpose seems to be "to ascertain the amount and extent of speech education in the public senior high schools of California during the Spring Semester of 1948."

Methods: "Speech" is defined to include "curricular and extra-curricular activities" in "areas of public speaking, dramatics, radio, interpretation, correction, and discussion and debate." "High schools" are defined to include "three and four year public senior high schools only." Study is based on writer's interviews with principals in 84 California schools. Interviews were conducted to determine the following: number of students enrolled in required and elective speech classes; "curricular emphasis in the required and elective speech classes;" number of teachers teaching speech on full-time and on part-time basis; formal speech training of speech teachers; "extent of extra-curricular speech programs;" "amount of speech clinic assistance;" attitudes of school administrators toward (a) curricular and extra-curricular speech, (b) speech background of speech teachers and directors of extra-curricular speech activities, (c) use of speech textbooks, (d) "future demand for teachers with speech training," (e) nature and extent of speech training for "future teachers in charge of speech activities," (f) "number of unfulfilled requests for full or part-time speech teachers in California public senior high schools during the Spring Semester of 1948," and (g) "proposed addition of speech as a teaching major on the General Secondary Credential;" and "significant differences relative to the foregoing items caused by the geographical location and/or size of the schools." Text of study deals primarily with discussion on procedures used to gather interview data, and the presentation and interpretation of that data.

Features: Interview data are presented in tables as well as discussed in text.

Roach, Lee Bruce. "An Investigation of Speech Education in Texas Secondary Schools With Special Reference to the Speech Activities Program." Unpublished Doctor of Philosophy dissertation, 1957. Preface iii pp.; text 298 pp.; bibliography 8 pp.; appendix 25 pp. Written at University of Texas; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$4.50 plus postage.

Purpose: ". . . to find out the current status of speech education, particularly speech activities, in the public junior and senior high schools of Texas."

Methods: Study is based on questionnaire survey conducted "during the school year 1955-56" which received response "from 938 senior high schools and 149 junior high schools" in Texas. Questionnaire was designed to discover: "the amount and extent of speech classes and speech enrollment in the junior and senior high schools; the amount and extent of full-time and part-time speech teachers in the junior and senior high schools and their training; the amount and extent of co-curricular speech activities in the junior and senior high schools, particularly forensic activities, interpretative speech activities, and drama activities; the attitudes of administrators toward certain speech problems, such as curricular emphasis, required training for speech teachers, other teaching duties for speech teachers, and the felt need for speech teachers now and in the near future." Data regarding the above items are presented and analyzed in text of study. Additional analysis of data was made "according to geographic regions and according to size of schools in these regions" of Texas.

Features: Data from questionnaire survey are "presented in the form of tables with the interpretation of each table immediately preceding it."

Sattler, John Crockett. "A Survey of Curricular Speech in Michigan's Public Accredited High Schools 1962-1963." Unpublished Master of Arts thesis, 1963. Text 27 pp.; appendix 22 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Michigan Library, University of Michigan, Ann Arbor, Michigan.

Purpose: ". . . to ascertain norms in the teaching of high school speech in Michigan."

Methods: The following areas of speech are considered: public speaking, discussion, debate, parliamentary procedure, interpretation, drama, and radio and television. Survey was conducted "in the winter of 1962" and is based on questionnaire response from 153 high school speech teachers in Michigan. Survey investigated the following factors concerning the speech programs and speech teachers in Michigan schools: whether speech is taught as a separate course or as part of other courses; percentage of time devoted to speech in other courses; number and types of speech courses in curriculum; nature of elective and required courses; teaching load of speech teachers; textbooks used; number and length of "formal speaking experiences" provided each student in a semester course; per-

centage of time in speech course devoted to various areas of speech; subjects other than speech taught by speech instructors; academic speech training of speech instructors; major objectives of speech courses. Majority of factors are considered according to enrollment sizes of schools analyzed.

Features: Majority of survey factors are tabulated as well as discussed in text. Emphasis of study tends to be on public speaking; however, nature and extent of curricular dramatics is indicated.

Scott, M Jean. "A Descriptive Study of a Three Year Speech Arts Program for High School." Unpublished Master of Arts thesis, 1962. Text 64 pp.; appendix 17 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: Kansas State University Library, Kansas State University, Manhattan, Kansas.

Purpose: ". . . to present information, methods, suggestions and guidance concerning the development of a three year high school speech program."

Methods: Study contains four major considerations. First three considerations, described by writer as foundations of any program in speech, are the speech teacher, the secondary speech student, and the secondary speech class; and a full chapter is devoted to each. First chapter "explains the importance of the speech teacher, his philosophy, his training, his experiences and the importance of the administrative attitudes under which he may teach." The chapter on the speech student considers how to determine and deal with various student capacities, interests, and personalities. Third chapter, devoted to the secondary speech class, deals with "what value this class should hold for the student and the value the class should hold for the school curriculum." Fourth major consideration is a description of how a three year speech arts program-- including public speaking, debate, radio, and dramatics-- was developed in a school which originally had one course in the fundamentals of speech arts. Description of the three year program covers its development over a six year period and shows how student and administrative interest was gradually broadened to warrant expansion of the original class into an active speech department that presently offers sections of Speech I and II, Dramatics I and II, an active debate program and an active drama program.

Features: Writer suggests that her bibliography contains sources of research reading that might be of value to a teacher interested in further developing his own speech arts program. The appendix includes suggested activities and assignments

which represent "a combination of the teacher's experience and others that have been worked out in student-planning groups."

Segal, Joshua. "A Minimal Speech Program for an Average Size High School." Unpublished Doctor of Education thesis, 1964. Text 221 pp.; bibliography 11 pp. Written at New York University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$3.15 plus postage.

Purpose: ". . . to suggest a minimal speech program for average size high schools, which would be practical and practicable, and which would include provision for speech fundamentals, speech arts, and speech correction."

Methods: Study is concerned with "a three year high school (grades 10, 11, and 12), containing approximately 1,000 students." In first major consideration, writer discusses how he "determined which areas should be included in a fundamentals course, and approximately how much time should be spent in teaching each area;" sources for this information were: (1) writer's examination of 7 high school speech texts which were "published within the last ten years" and were "not limited to just one area of speech," and (2) his survey of opinions of "a panel of experts"-- 6 educators who "were in positions of responsibility in speech and/or secondary education, with more than fifteen years of experience in their fields." In second major consideration, writer presents and analyzes data received from questionnaire survey of 31 New York City high schools in which there were some speech offerings, but there were "no separate speech departments and there were no licensed speech supervisors." Areas investigated through the survey were: "faculty, students, supervision, testing program, course offerings, extra-curricular speech activities, equipment and facilities, speech correction, organization, and pedagogy;" data regarding these areas are compared to the recommendations of the panel of experts. Third, writer examines specific comments of supervisors of speech programs in the 31 schools regarding problems they "encountered in implementing their speech programs." In fourth consideration, writer establishes "criteria for the selection of personnel" for a minimal program; criteria were based on the following sources: "The Board of Examiners of the City of New York, a recent study of the training of speech teachers, and the comments of the supervisors of speech programs in the schools comprising this study." In fifth consideration, writer describes "the texts, physical facilities, and equipment necessary for a minimal speech program;" sources of data were "the questionnaire returned by supervisors of speech programs and three texts

for prospective speech teachers." Sixth consideration contains writer's estimation of costs for personnel and texts for a minimal program. In seventh consideration, writer suggests "guide lines for curriculum modification and use of personnel and facilities which will provide for a minimal program;" guide lines are presented for the following areas: "speech fundamentals, the testing program, speech correction, co-curricular and extra-curricular activities, speech electives, and school-wide speech orientation." Final major consideration contains writer's course of study in speech fundamentals. Course is "designed for a mandated term's work for all pupils of a high school;" it "includes work for a full nineteen week term" and includes the following units: Orientation and Introduction, Voice and Articulation, Social Speech, Public Speaking, Group Discussion, Oral Interpretation, Mass Media, Parliamentary Procedure, and Creative Drama. A unit on Theatre is outlined at the end of the course as "optional in the fundamentals course, for expansion as a full term's course, or as a guide for a drama club."

Features: "Although the data were gathered and recommendations were made with regard to New York City, the suggestions may apply to high schools in other areas, with the necessary modifications."

Shanahan, Michael F. "A Study of Student Training and Experience and Student Achievement in Speech." Unpublished Master of Arts thesis, 1954. Text 113 pp.; bibliography 1 p.; appendix 43 pp. Manuscript available on interlibrary loan: University of Nebraska Library, University of Nebraska, Lincoln, Nebraska.

Purpose: ". . . to analyze the effect of the student's speech training and experience, and instructor speech training and experience on student achievement."

Methods: Study is based on (1) questionnaire surveys of 343 high school students who participated in the 1954 Fine Arts Festival at the University of Nebraska, and of 64 instructors who had students participating in the Festival; and (2) on the "quality ratings" received at the Festival by the surveyed students. Speech activities considered in the study include: one-act and three-act plays, debate, discussion, interpretative and original oratory, extemporaneous speaking, radio newscasting, and humorous, dramatic, and poetry reading. Survey of students investigated the following factors: age, sex, classification; number, name and length of speech courses completed; number of semester courses in English completed in which time was devoted to speech training; type of speech training taken in English classes and amount of time devoted

to that training; number of years students^o had participated in high school extra-curricular speech activities; number of years and number of times students had participated in the above speech activities at festivals; speech activities in which students participated during the 1954 Fine Arts Festival. Survey of instructors investigated the following factors: nature and extent of college training in speech and dramatics, number of years experience teaching speech and directing speech activities, nature and extent of instructors^o participation in extra-curricular speech activities while attending high school and college. Results of the 2 surveys are presented and interpreted. Then, each factor of the 2 surveys is analyzed in relation to the quality ratings received by the students in the Festival in order to determine: (1) "whether student training and participation, or instructor training and participation, or both, had any effect on student achievement" in the Festival, and (2) whether "sex, age, or class had any significant bearing on student achievement."

Features: Results of the surveys and analysis of survey data are tabulated as well as discussed in text.

Sherman, Sam. "A History of Speech Education in New Orleans Public Elementary and Secondary Schools." Unpublished Doctor of Philosophy thesis, 1955. Text 339 pp.; bibliography 13 pp.; appendix 10 pp. Written at Louisiana State University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$4.80. plus postage.

Purpose: Purpose seems to be "to discover the extent and nature of speech training in historically significant periods of New Orleans Education since 1841."

Methods: Plan of study is "to review from the beginning the history of speech education in the New Orleans public schools with the purpose of finding out what was the relative position of speech in each of the developmental periods." Study deals with the following periods which are each treated in a separate chapter: "(1) from the founding of New Orleans to 1840, for backgrounds; (2) from 1840 to 1860, for New England influences; (3) the period from 1860 to 1905, for elocutionary influences brought in through itinerant performers and private teachers; (4) the period from 1905 to 1925, when transitional influences were felt; and (5) the period from 1925 to the present." Through examination of these periods, writer seeks answers to the following questions: (1) Has there been "a conscious and consistent effort to help the child express his thoughts orally?" (2) "How does the program vary in each period?" (3) "Who were the

teachers?" (4) "What was their training?" (5) What were the "professional skills involved in voice training, reading methods, speech correction, play directing, acting and platform performance?" and (6) "What are the present trends in speech education in the New Orleans public school system, and what are the implications in those trends?" Sources of information on these periods were: (1) "such official documents as the Minutes of the Boards of Directors of the Public Schools of New Orleans, the annual reports of parish and state superintendents, parish and state courses of study, and acts of the city and state governments;" (2) "interviews and letters, and material in the public library, the professional library of the school system, the libraries of Tulane and Louisiana State Universities;" and (3) "examination of textbooks."

Features: Study deals with various aspects of the "speech" field. Thus, discussions of dramatic activities are brief and more prevalent in the last period than the other four. However, such discussions do reveal an evolution of theatre arts in curricular and extra-curricular phases of New Orleans public education.

Smith, Duane V. "The Apparent Status of Speech in Selected Kansas High Schools." Unpublished Master of Arts thesis, 1963. Text 67 pp.; bibliography 1 p.; appendix 27 pp. Manuscript available on inter-library loan: University of Kansas Library, University of Kansas, Lawrence, Kansas.

Purpose: Purpose seems to be "to discover some trends that might uphold or reject the hypothesis, 'High school counselors are apt to advise students to take science and math courses rather than fine arts courses--especially courses in Speech.'"

Methods: "Speech" is defined to include "scheduled classes of Radio-TV, Drama, Debate-Discussion and Public Speaking." Study is based on a 1962 questionnaire survey of principals, counselors and speech teachers in 50 "selected Kansas High Schools." Respondents to the survey included 39 counselors, 33 teachers and 30 principals. Fourteen schools were represented by response from all 3 sources. "The apparent standing of speech in particular high schools was measured in the following contexts:

1. The number of students now enrolled in speech in these schools.
2. The number of courses dealing with speech subjects.
 - a. Any changes that occurred with regard to deletions and additions of courses or sections and in the numbers of students taking the courses.
 - b. The numbers of courses that administrators propose adding or dropping.

3. Counselors' and principals' opinions of the worth of speech as an academic or 'solid' subject.
4. Counselors' and principals' opinions of the worth of speech for college-bound students.
5. Counselors' and principals' opinions as to the worth of speech for non-college bound students.
6. The probable influence of counselors in venting influence against the election of speech or other courses by their advisees.
7. Some of the opinions of counselors and speech teachers regarding each other."

Features: Results of survey are correlated according to the Pearson Product-Moment Coefficient of Correlation, and frequently tabulated as well as discussed in text. Although the study considers several areas of speech, it does indicate attitudes regarding the place of drama in the high school curriculum.

Smith, James Lewis. "Speech Arts Education in Oregon High Schools, 1961." Unpublished Master of Arts thesis, 1962. Text 90 pp.; bibliography 6 pp.; appendix 72 pp. Manuscript available on interlibrary loan: University of Portland Library, University of Portland, Portland, Oregon.

Purpose: ". . . to provide a reasonably accurate picture of the extent of Speech Arts in the entire state, so that in future surveys a truly representative sample design could be constructed for studies in depth of specific aspects of Speech Arts."

Methods: "Speech Arts" is defined to include the following areas: public address, linguistics, speech science, theatre, speech correction, oral interpretation, and radio and television. Study, based on a survey conducted during the 1961-62 school year, encompasses all (321) of the state's secondary schools which are "attended past the primary grades" and which have "teachers who are certified or trained for secondary education." Survey involved questionnaire or interview response by the administrators or teachers of speech in these schools. Survey investigated 3 areas of speech arts programs: (1) classroom instruction--number, titles, grade levels, length in weeks, class size, and types of credit of speech courses offered, titles of textbooks used, colleges attended and academic preparation of teachers of speech; (2) extracurricular activities--extent of credit offered for student participation in various activities, titles of plays planned for production during year of survey, drama background of play directors, extent of extra pay given directors of extracurricular activities; (3) speech correction--nature and extent of correctionist services.

Additional questions asked of administrators concerned their attitudes toward the qualifications and academic training of speech arts teachers and the importance of speech arts in the curriculum. Additional questions asked of teachers concerned their objectives in teaching speech arts, and their attitudes toward the adequacy of their college training, the grade level at which speech arts should be taught, and the integration of speech arts into English or language arts classes. In text of study, information obtained from survey is discussed and analyzed.

Features: Appendix includes: copies of survey questionnaires and interview questions, tabulations of survey responses, specific statements of responding administrators and speech teachers, a listing of one and three act plays produced by the schools in 1961, and samples of units from a course in oral expression entitled, "A Junior High School Speech Arts Course in Development."

Smith, Mary Barbara. "A Critical Analysis of Speech and Drama Program Difficulties in the Schools of a Bilingual Community." Unpublished Master of Arts thesis, 1949. Text 28 pp.; appendix 7 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . to analyze the speech and drama program difficulties in the schools of the bilingual community of Woonsocket, Rhode Island."

Methods: Study concentrates on a bilingual situation involving French and English. Based primarily on questionnaire survey of 8 bilingual schools in Woonsocket--3 of which were junior and senior high schools, the study presents description and analysis of the speech and drama programs of bilingual schools in Woonsocket, Rhode Island, 1948-1949. Difficulties of speech and drama programs in these schools are analyzed through consideration of bilingualism and its effect on the child.

Features: Writer's major premise is that "bilingualism can enrich the speech and drama program in the school from the first grade through high school." Her "suggested plan for the high school program under the direction of a bilingual speech and drama teacher" could prove of value to any school in a similar bilingual situation.

Swanson, Alan E. "A Survey of the Speech Activities and Fundamental Speech Courses in the Public Secondary Schools of the State of South Dakota." Unpublished Master of Arts thesis, 1958. Text 64 pp.; bibliography 1 p.; appendix 7 pp. Manuscript available on interlibrary loan: University of Minnesota Library, University of Minnesota, Minneapolis, Minnesota.

Purpose: ". . . to provide a reasonably complete and accurate description of the present status of speech instruction in the public high schools of South Dakota."

Methods: Study was conducted during 1957-58 school year and is based on questionnaire survey of 157 public high schools of South Dakota. Several areas of speech--forensics, debate, declamation, dramatics, and radio--are surveyed under 3 categories: curriculum, faculty director and finance, and extra-curricular activities. The following factors specifically related to theatre arts are investigated: number of schools offering dramatics courses and approximate student enrollment in courses; number of faculty members responsible for direction of dramatics; undergraduate and graduate schools, and major and minor fields of study of faculty members responsible for dramatics; how faculty members are paid for directing dramatics; number of schools with a speech budget and amount of budget spent on dramatics; use of profits from school plays; number of faculty directed plays produced each year; kinds of plays produced--class or all-school plays; number of students participating in dramatics either as actors or stage crew; number of schools participating in the South Dakota High School Speech Association One-Act Play Contest; number of schools belonging to the South Dakota Speech Teachers' Association and the American Theatre Association; and extent to which dramatics is emphasized as a major activity in the schools. All factors of the survey are examined according to Class A and Class B schools.

Features: Results of survey are tabulated as well as discussed in text.

Taylor, Sr. Mary Rosalie, R.S.M. "A Survey of the Speech and Drama Programs of the Catholic Secondary Schools of the Albany Diocese With a Proposed Program of Required Study." Unpublished Master of Arts thesis, 1960. Text 28 pp.; appendix 19 pp.; bibliography 6 pp. Microfilm copy available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . to analyze the speech and drama programs of Catholic secondary schools of the Albany Diocese, to consider these programs in relation to the standards

of speech and drama in the secondary school and finally to make practical recommendations to the school administration based upon the status of speech and drama programs revealed by this survey."

Methods: Analysis of speech and drama programs is based on a questionnaire survey. Principals of 18 Catholic secondary schools of the Albany Diocese responded to the survey which sought information such as: which classifications of students were required to take speech and drama courses; which classifications of students were offered elective speech and drama courses; types of courses offered; how often the required and elective courses met; types of textbooks used; academic backgrounds and teaching responsibilities of speech and drama teachers; nature of curricular and extra-curricular speech and drama activities. Results of survey are evaluated against the criterion established in the opening chapter which considers: the Catholic philosophy of education; the importance of speech education-- in a democracy and for the individual; the need for a speech correction program; the role of listening in communication arts; the importance of developmental reading; the media of radio and television in communication arts; the inclusion of a drama program in secondary education; and the role of the speech teacher.

Features: Results of survey are tabulated as well as discussed in text. In appendix, writer presents an outline of "A Proposed Course of Study in Speech and Drama for Catholic Secondary Schools" which is based on A Supplement to the Syllabus in English, published by the Bureau of Secondary Curriculum Development, New York State Education Department in 1955. Investigation revealed that this supplement is now out of print.

Wirkus, Thomas Edward. "A Survey of Speech Education in the Catholic High Schools of Wisconsin." Unpublished Master of Science thesis, 1959. Text 73 pp.; bibliography 3 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$4.49.

Purpose: ". . . to determine the extent of speech education in the Wisconsin Catholic schools, whether on the curricular, co-curricular, or extra-curricular level."

Methods: "Speech education" is defined to include areas of public speaking, discussion, debate, oral interpretation, dramatics, and radio. Study is based on a 1958-59 questionnaire survey which received response from 91 junior and senior Catholic high schools in Wisconsin. Questionnaire was designed to obtain information re-

garding: type of school (boys, girls, or co-ed) and number of grades in system; total enrollment; titles of curricular speech course offerings, grades they are offered, and whether required or elective; extent of speech training in other courses when there are no speech course offerings; whether a speech course can be substituted for any English requirements; number of years school has offered speech courses; school's plans to "enlarge or alter" its speech program; if school had no curricular speech, whether plans were "being made to do so soon;" school's membership in speech associations; nature and extent of forensic program; number of one-act and three-act plays produced per year; number of tape recorded radio programs and taped discussion shows produced per year; number of students who "participated in the extra-curricular speech program last year." Questionnaire also sought the following information regarding teachers in speech in the schools: major and minor fields in undergraduate and graduate work; number of semester hours in speech on undergraduate and graduate levels; number of years in high school teaching and number of years in high school speech teaching; types of speech and other courses taught. "The questionnaire returns from the senior high schools were categorized according to school enrollment." Results of survey which dealt with curricular speech are compared to a 1957 study of curricular speech in Wisconsin public high schools.

Features: Survey results are tabulated as well as discussed in text.

Yaws, Dorothy Purgason. "A Survey of Speech Education in the Secondary Schools of the United States." Unpublished Master of Arts thesis, 1951. Text 85 pp.; bibliography 2 pp.; appendix 3 pp. Manuscript available on interlibrary loan: Mary Coats Burnett Library, Texas Christian University, Fort Worth, Texas.

Purpose:

1. To present a brief historical treatment of the development of speech education in the secondary schools of America.
2. To make a survey of certain aspects of the present status of speech education in the secondary schools including:
 - a. Speech teacher certification requirements in the several states.
 - b. Speech training required of all or certain teachers.
 - c. The nature of the speech offerings in the secondary schools.
 - d. The availability of special aids to teachers of speech in the secondary schools.
 - e. The extent of state-sponsored extra-curricular programs of speech activities.

- f. The state requirements for teachers of speech correction.
3. To attempt to draw some conclusions from the findings revealed in "2" above."

Methods: Drama is considered under the term, "speech." Articles in educational journals are sources used for the "overview of the development of speech education in the secondary schools." Analysis of "present status of speech education in secondary schools" is based on results of a questionnaire survey of each state department of education and 2 teachers' colleges of each state.

Features: History of the development of speech education includes discussion of 2 earlier studies on the status of speech education: the Williams Survey of 1922 and the 1938 survey of the Committee for the Advancement of Speech Education in the Secondary Schools. Results of earlier surveys and the current survey are tabulated and discussed.

Yim, Bernadine Tom. "A Descriptive Study of the Speech Training in the Public Senior High Schools of Honolulu." Unpublished Master of Arts thesis, 1961. Text 79 pp.; appendix 37 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Gregg M. Sinclair Library, University of Hawaii, Honolulu, Hawaii.

Purpose: ". . . (1) to gain a broader and deeper understanding of the development of speech training in the public senior high schools of Honolulu, (2) to better understand the changing concepts of speech training, (3) to prepare school administrators and educators for the introduction of new speech programs, and (4) to help the Speech Department of the University of Hawaii and the Department of Public Instruction to enhance their teachers' training programs in accordance with current and future plans."

Methods: "Speech training" is defined to include "any course work in the areas of Public Address, Discussion and Argumentation, Phonetics, Interpretation, Speech Improvement, Speech Correction, Dramatics and the extra-curricular activities connected with them." Study is primarily concerned with speech programs in the 5 public high schools of Honolulu which contain grades 10-12 and are "under the jurisdiction of the Department of Public Instruction." First major consideration is an "historical survey" of the development of philosophies and programs for speech education and speech improvement in Honolulu's schools since "the inception of the public secondary school system in the late 1800's." Second major consideration includes: description of the speech programs in each of the

5 schools "within the last decade, with particular elaboration on the last three years, 1958-1960;" description of speech correction services and future plans for expansion and development; description of present and future plans of the Office of Speech Education, Department of Public Instruction. Third major consideration includes description of the extra-curricular activities which "complement and strengthen the existing speech programs in the schools' curricula," and which are sponsored by the Pacific Speech Association and by 4 "community groups."

Features: Although not the primary concern of the study, the nature and extent of dramatic arts in the schools' curricula and extra-curricular activities is indicated.

II. DRAMA EDUCATION

This section contains all those studies which are surveys of drama programs or which consider more than one aspect of theatre arts.

Archambeault, George D. "A Descriptive Manual Designed for the Operation of the Dramatics program at Fullerton Union High School Fullerton, California." Unpublished Master of Arts thesis, 1957. Text 25 pp.; bibliography 3 pp.; play production manual 126 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . to develop a manual for play production which would conform with (1) the findings of numerous authorities who have completed studies in this field, (2) the most common practices as established by a survey of current published manuals for play production used by the school theater, and (3) the most common practices as established by a questionnaire survey of high schools in the State of California."

Methods: First part of study deals with the need for "a play production manual which would be practical and understandable to the inexperienced high school student." Writer establishes this need by discussing characteristics of available books and materials on play production, and by discussing results of his questionnaire survey of 64 California high schools "whose daily attendance was one thousand or more students." Questionnaire contained 7 questions designed to determine: "(1) availability of published or unpublished manuals designed specifically for the high school theater; (2) the need for such a manual by teachers of dramatics on the high school level; and (3) the type of material, if any, being used as text by students or as source material for the exclusive use of the dramatics instructor for the purposes of instruction." Second part of study contains writer's play production manual which "was developed for the students and teachers of Fullerton Union High School District, Fullerton, California." The manual contains: (1) an introduction written to "the students of the production staff;" (2) "an organization chart for the entire production staff showing

lines of responsibility and authority from the people of the community down through each job;" (3) a chapter which outlines in detail the lines of responsibility and specific duties of production heads and their assistants; and (4) a chapter containing samples of production work-sheets (schedules, plots, cue sheets, and requisition forms) which are accompanied by "directions for use and preparation."

Features: Although the play production manual was "developed and designed to meet the needs of a specific situation," writer states that it "was prepared in such a manner as to correlate with the practices and procedures to be found in high schools in general."

Barner, John C. "Secondary School Theatre in Pennsylvania and the Training of its Teachers." Unpublished Master of Fine Arts thesis, 1962. Text 30 pp.; bibliography 3 pp.; appendix 25 pp. Manuscript available on interlibrary loan: Hunt Library, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.

Purpose: ". . . to examine the theatre that exists in the Commonwealth of Pennsylvania's secondary schools and the preparation of its teachers by State Colleges."

Methods: First consideration of stated purpose--examination of "the scope of theatrical activity" in Pennsylvania's secondary schools--is based on questionnaire survey response from 147 public schools. Factors considered in the survey and discussed in text include: geographical locations of schools, student body populations, types of production areas, extent of curricular and extra-curricular theatre, frequency and titles of plays produced over a 2 year period, number of performances of each production, admission charges, sizes of audiences, divisions of performance profits, productions presented in cooperation with other departments, dramatics clubs, activity in Children's Theatre productions, academic backgrounds of teachers. Second consideration of stated purpose--preparation of secondary school theatre teachers by State Colleges--is developed through analysis of theatre courses offered in 14 Pennsylvania colleges. Based on course descriptions in the colleges' official bulletins, this analysis indicates types and number of theatre courses offered by each college.

Features: Concluding the study is writer's proposal for a "college program for the education of future high school directors." Proposal contains description of specific courses.

Bigby, Charles Wesley. "A Survey of the Use of Dramatics as a Teaching Medium in the Public Schools of the Dallas Area." Unpublished Master of Arts thesis, 1955. Text 102 pp.; alphabetical list of teachers interviewed 2 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Fondren Library, Southern Methodist University, Dallas, Texas.

Purpose: Purpose seems to be "to show . . . not only the extent to which dramatics is being used as a teaching medium in the Dallas schools, but also to show conclusive evidence as to the remarkable effects and potentialities such a medium can have."

Methods: Study is concerned with the nature and extent to which dramatics is used to teach various subject areas and to develop children emotionally and socially. Study is based on interviews conducted with 74 teachers in 8 elementary schools, 8 junior high schools, and 6 high schools in Dallas. Through the interviews the writer sought the following information: "1) the extent to which dramatics is used in teaching, 2) the forms of dramatics used (pantomime, play-acting, creative dramatics, puppets, etc.), 3) the methods used to employ these forms, 4) the objectives, 5) the results." Information received from the interviews is presented in chapters organized according to elementary, junior high and high school levels. On junior and high school levels, writer interviewed teachers of the following subject areas: English, Spanish, Latin, French, social studies, history, speech and language arts. Writer did not interview dramatics teachers of the high schools "because dramatics is not, in their case, being used as a teaching medium; it is the subject per se."

Features: Study provides examples of how dramatics is being used successfully as a medium to teach other subject areas. These examples might be of value to a dramatics teacher who is attempting to promote appreciation of dramatics in his school. In introductory chapter, writer presents explanations of the nature and objectives of the following areas of dramatics: play-acting, creative dramatics, dramatic play, and therapeutic dramatics (psychodrama and sociodrama).

Bolen, Robert E. "A Study of the Secondary School Theatre as an Aid to Promoting World Understanding." Unpublished Master of Arts thesis, 1960. Text 61 pp.; bibliography 3 pp.; appendix 7 pp. Manuscript available on interlibrary loan (non-circularing during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: " . . . to consider the effectiveness of the high-school dramatics program as an instrument to teach understanding of world peoples and their problems."

Methods: First major discussion, titled "The Educational Theatre," considers: the characteristics of theatre which make it an effective vehicle in promoting world understanding; the characteristics of educational theatre which make it more effective than professional theatre in promoting understanding of other peoples and cultures; and the aims, objectives and activities of the International Theatre Celebration which provides assistance to theatre organizations in selecting and promoting plays that emphasize world understanding. Second, writer considers selection of plays for high school on the basis of literary merit, and "the criterion of the International Theatre Celebration." Specifically, writer discusses two plays, The Diary of Anne Frank and The Teahouse of the August Moon, which he directed in an Ohio high school in 1959 and 1960 respectively. The discussion considers how cast and audience identification with the plays' characters and how the plays' themes can create understanding of other racial and cultural groups. Third, writer describes and analyzes the results of an "attitude measurement scale" which was given--before and after both productions--to the casts, to students in the school who had seen the productions, and to students who had not seen the productions. Attitude measurement scales were used in an attempt to determine if student-audience and cast attitudes toward the groups depicted in the plays would be "significantly different" after the productions from attitudes they expressed before, and from attitudes of those who had not seen the productions.

Features: The attitude measurement scales, designed in this case to measure attitudes toward 2 racial groups, are included in appendix.

Burmeister, Barbara Johnson. "A Proposed Four-Year Plan of Dramatics Activity for the High School and Community of Hart, Michigan." Unpublished Master of Arts thesis, 1955. Text 133 pp.; bibliography 10 pp.; appendix 12 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: Purpose seems to be to illustrate that the writer's experience in developing "cooperatively planned dramatics activities, founded on goals developed through the cooperative efforts of teacher and administrator, may be useful in the development of dramatics programs for other schools similar to Hart High School." The specific purpose of the four-year plan "was the alignment of the Hart

drama program with established principles of good educational dramatics."

Methods: This is a descriptive study of why and how a four-year plan of dramatics activities was developed in a small rural area high school which had considerable limitations in its dramatics facilities and activities. First consideration is an analysis of the situation: (1) the community--population and location, occupations and educational backgrounds of the people, recreational, cultural and educational opportunities; (2) the school--age and condition of the building, backgrounds, interests and mental capacities of the students, general characteristics of the curriculum and the policies governing its organization, educational backgrounds and teaching experience of the staff; (3) the dramatics program--the history of dramatics activity at the school, student participation, facilities and equipment. Second consideration is description of how the dramatics teacher and her administrator "cooperatively formulated" a new philosophy of dramatics education for the school and how they arrived at seven specific objectives for the program. Activities and procedures of the first year of the plan are then described and evaluated according to the seven objectives. Based on results of the first year of operation of the new plan, the final major consideration is description of "tentative plans" for the succeeding three years. Selection of the "four-year period of time to accomplish this plan" of developing a stronger dramatics program was primarily based on the concept that "a four-year operation would enable one class to participate in the entire process."

Features: The proposed plan illustrates how activities--curricular and extracurricular--can be changed to encompass the interests and talents of students in grades 9 through 12. Writer presents her argument regarding the replacement of traditional class plays with all-school plays.

Crockett, John H., Jr. "Theatre in the High Schools: An Analysis of Objectives." Unpublished Master of Arts thesis, 1963. Text 72 pp.; bibliography 5 pp. Manuscript available on interlibrary loan: University of North Carolina Library, University of North Carolina, Chapel Hill, North Carolina.

Purpose: Purpose seems to be to determine "objectives for the use of theatre in the schools . . . by relating the requirements of theatre art as outlined by the theatre specialists to the principles and practices of educational policies established by the educators."

Methods: It is writer's contention that there is "an inconsistency in attitude toward theatre in American high schools" which is primarily caused by "the teachers and directors themselves, who lack well-developed objectives for their high school theatre programs." First major consideration of study is "a review of those periods in history when the marriage of theatre and education has resulted in the establishment of recognizable objectives." The "most recognizable objectives of school theatre" in the following periods are reviewed: Classic Periods (Greek and Roman), Middle Ages, Renaissance, and the American period beginning in 1890. Second major consideration is concerned with a 2-part analysis of the reviewed objectives of school theatre in the American period. In first part of analysis, writer establishes the goals of American public education to be "most completely" expressed by the NEA Educational Policies Commission's 1944 report, "Common and Imperative Needs of Youth." The objectives of school theatre are analyzed in relation to these needs of youth in order to determine which of the various objectives of school theatre are most fully supported by the objectives of American public education. Thus, writer established 3 "ultimate" objectives for school theatre which are "then examined from the viewpoint of the theatre specialist to see if they meet the demands of good theatre practice."

Features: Writer has "attempted . . . to find from within the elements that compose modern education and those which make up theatre, a foundation, a philosophy, and a starting point from which school theatre can grow."

Cureton, Curtis. "An Investigation of Contemporary Dramatic Art Programs, Theater Plants, and Production Attitudes in One Hundred and Sixty-Six Public High Schools of California." Unpublished Master of Arts thesis, 1954. Text 222 pp.; bibliography 2 pp.; appendix 16 pp. Manuscript available on interlibrary loan: University of the Pacific Library, University of the Pacific, Stockton, California.

Purpose: " . . . (1) to investigate currently existing dramatic art programs in the public high schools of California; (2) to survey those facilities used by these schools for dramatic production; (3) to examine the attitudes of the instructors and administrators of these programs in regard to various levels of high school play-selection and play-editing."

Methods: Study is based on questionnaire survey and concentrates on dramatic activities which were "carried on at the classroom level during the period 1952-1953." Drama

instructors in 166 California high schools responded to the survey. Investigation of the existing programs covers the nature and scope of factors such as: training and experience of instructors; number of dramatic arts classes offered and student enrollment in the classes; dramatic art activities within the classroom and type of textbook used. Also investigated are aspects of current production activity: inter-department aid for set construction, publicity, art work, and costumes; selection of cast and crew; directors' preferences in size and sex of his cast; casting from minority groups; and rehearsal procedures. Analysis of production facilities includes consideration of: seating capacity, relative age, and major improvements completed or planned in the theatres being used; acoustics and sight lines of the house; size of stage; lighting equipment; workshop, storage areas, and paint facilities; dressing rooms and wardrobe; constructed scenery, flats, plastics, and props. Attitudes of instructors and administrators of the dramatic arts programs are investigated in terms of: nature and scope of all productions presented over the period from 1950 to 1953; and directors' attitudes toward selection of scripts and editing of scripts to comply with the restrictions of the administration, faculty, and/or community. All factors investigated are analyzed in various ways of which the most emphasized are: (1) 8 classifications of school size; and (2) 4 classifications of instructors' levels of training and experience.

Features: Results of investigation are illustrated in tables and graphs as well as interpreted and qualified in text. Comments of responding instructors are extensively quoted to reveal specific attitudes and conditions of their dramatic arts programs.

Dawson, William Meredith. "Dramatics as Extracurricular Activity in the Secondary School: A Critical Evaluation." Unpublished Master of Science thesis, 1957. Text 100 pp.; bibliography 4 pp.; appendix 10 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$5.89.

Purpose: Purpose seems to be to evaluate the field of dramatics as an "extracurricular activity in the secondary school."

Methods: Study is divided into 4 parts; the first of which contains discussion "of the growth and development of the public school system in the United States," and of "the growth and development of the extracurricular movement in the secondary schools." In Part Two, writer examines "the values of educational theatre as a part of the

extracurricular program." Herein, writer discusses results of "a brief survey" he conducted in 1954 "in an attempt to discover drama director's [sic] attitudes toward the production of the classical and the problem play;" survey received response from 81 schools. In Part Three, writer discusses "some of the specific problems" of extracurricular dramatics and suggests "possible solutions for them." The specific problems considered are: "available facilities for production, student and audience interest, available talent, available funds for production, lighting, scenery, and rehearsal time." Part Four of study contains writer's summary "of the findings of the preceding materials" and writer's "proposals which will strengthen the contributions of the educational theatre to the objectives of all education."

Features: Materials regarding writer's survey of 81 schools are included in appendix.

Dodson, Barbara Elizabeth. "Survey of the Dramatics Arts Programs in Ten Representative Florida High Schools: 1947-1952." Unpublished Master of Arts thesis, 1953. Text 63 pp.; appendix 26 pp.; bibliography 8 pp. Manuscript available on interlibrary loan: University of Florida Library, University of Florida, Gainesville, Florida.

Purpose: ". . . to gather and analyze data on the dramatic arts program in Florida's secondary schools for the period 1947-1952."

Methods: Study is based on questionnaire method. The general nature of speech and dramatics in Florida secondary schools is briefly surveyed through analysis of a "preliminary questionnaire" which received response from 26 high school drama directors. From schools participating in this survey, 10 were chosen for further detailed analysis on the basis of locations in Florida and populations of cities where located. A second questionnaire, received from drama directors in the 10 schools, provided the major source of information for the study. Second questionnaire investigated 3 major areas of speech and dramatics programs: (1) curricular program--classes in which speech and dramatics are taught, types of regularly scheduled speech and dramatics courses, grade levels, size of course enrollments, number of semesters offered, textbooks, objectives of courses; (2) extra-curricular program--organization and activities of dramatics clubs; (3) other phases of the program--"audience analysis, source and disposition of income, the production phase, method of recognition for dramatic work, dramatic activities out-

side the school, and philanthropic work of the dramatic clubs." Majority of factors in survey are analyzed according to populations of cities in which schools are located.

Features: Majority of factors surveyed are tabulated as well as discussed in text.

Drury, John M. "A Study of Drama in the Los Angeles City High Schools (1952-1953): Academic Preparation of Drama Teachers; Drama Curricula; and Direction Methods." Unpublished Master of Arts thesis, 1954. Text 107 pp.; bibliography 7 pp.; appendix 19 pp. Manuscript available on interlibrary loan: Theater Arts Library, University of California, Los Angeles, California.

Purpose: ". . . to determine the general status of drama in the high schools of the Los Angeles City System during the school year, 1952-1953." Specifically, "to accumulate and interpret facts about national and local high school dramatics that would assist Los Angeles administrators and drama teachers in discharging their responsibilities."

Methods: Questionnaire method was used to obtain information on 28 Los Angeles high schools. Another questionnaire surveyed a 10-man committee formed in 1953 by the Curriculum Division of the Los Angeles Board of Education to prepare a pamphlet entitled, A Course of Study in Secondary School Dramatics. Both questionnaires "explored most of the phases necessary for the efficient production of a three-act play." Combined findings of the two questionnaires are compared with the most common production methods recommended by national authorities in the amateur and professional field as revealed in:

1. General handbooks on amateur and professional play production.
2. Specific handbooks on directing techniques.
3. Textbooks in drama for high school and college.
4. Current periodical articles on pertinent phases of secondary school play production and direction."

Features: In an area where there was no standard course of study and the drama teachers in the individual schools worked independently of one another, and where amateur offerings required high standards of production because of the "hypercritical" audience of the area, the study investigates the qualifications and production procedures of the Los Angeles high school directors "to discover whether their methods coincided with practices commonly recommended by authorities in the field of three-act play production." An annotated bibliography of the authorities cited is included at the end of the study.

Errington, Garth. "History of Dramatic Activity at Pontiac High School from 1915 to 1957." Unpublished Master of Arts thesis, 1962. Text 64 pp.; appendix 10 pp.; bibliography 1 p. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: " . . . to develop a lasting record of the history of plays, courses, and all other activities which have been part of the drama program at the Pontiac High School in Pontiac, Michigan, from 1923 through 1957 and to discover reasons for its early and lasting development."

Methods: Study is based on investigation of the following sources: the Pontiac newspaper, the school newspaper and yearbook, files in the school's "Dramatics classroom," "the personal files and letters of two former Directors," and "interviews with several people who were connected with dramatic activity at the high school." The history of dramatic activity is developed primarily through "consideration of those productions sponsored or directed by the person designated by the school administration to be responsible for the drama program." The history is divided into 3 periods: 1915 to 1923, 1924 to 1947, and 1948 to 1957. In order to maintain objectivity in the study, writer does not discuss the period following 1957 since he was then dramatics director at the school. First period, 1915 to 1923, "is devoted to the years immediately following the construction of the high school auditorium and preceding the formulation of a formal course of study as a part of the school's total curriculum;" and it is described in terms of the dramatic productions which were presented by various groups during the period. In describing these productions, and the productions of subsequent periods, writer presents information on: type of production, director, producing group, size of audience, and audience response. Second period, 1924 to 1947, is described in terms of the productions by the person who was the first director of dramatics at the school and the only director during the period. In describing this period, writer also presents information on the curricular and extra-curricular innovations in dramatics achieved by this director. Third period, 1948 to 1957, deals with the productions and curricular changes in dramatics achieved by the person who succeeded the first director of dramatics and who was the dramatics director throughout this period.

Features: Appendix contains a listing of all three-act plays produced at the school from 1915 to 1957, a listing of the one-act plays produced from 1924 to 1957, and a listing of the plays produced from 1957 to 1961.

Faul, Sr. Mary Alene, S.S.N.D. "A Systematic Plan for the Operation of Theatre Activities in the Catholic High School." Unpublished Master of Arts essay, 1951. Text 66 pp.; appendix 43 pp.; bibliography 5 pp. Manuscript available on interlibrary loan: St. Louis University Library, St. Louis University, St. Louis, Missouri.

Purpose: Purpose seems to be to describe a detailed plan for "a well-organized extra-curricular dramatic club" for Catholic high schools in which it is not feasible to introduce curricular dramatics.

Methods: In first major consideration, writer discusses results of her questionnaire survey of 92 high schools in the West Central Region of the Catholic Theatre Conference. Survey investigated the following: school size, number of schools offering dramatics in curriculum, nature and extent of dramatics courses offered, number of schools with dramatics clubs, nature and extent of the dramatics clubs, qualifications of dramatics teachers, number and types of dramatic productions per year, nature of facilities for play productions, when rehearsals are conducted, types of drama contests won, and assets and weaknesses of the schools' dramatics activities. Based on results of survey, writer presents her proposed program for a dramatics club. Second major consideration of study contains description of the following factors regarding such a club: objectives, club constitution, officers, membership, frequency and format of meetings, "ceremonies of member initiation and officer installation," planned activities, motivations for productions, qualifications of club director. Third major consideration contains a detailed constitution for the proposed club. Final major consideration contains: (1) discussion of dramatics activities which could be used at club meetings, and (2) a calendar of club activities "based on weekly meetings" for a 9 month period.

Features: Appendix includes: a proposed initiation ceremony for a dramatics club, a list of "prize-winning one-act plays compiled from the West Central Region survey," examples of publicity and promotional materials used in surveyed schools, "suggested organizational material" for a dramatics club, and "examples and scenes from plays produced in West Central Region."

Franks, J. Richard. "A Survey and Analysis of the Problems Encountered by Drama Directors in the Production of Plays in the High Schools in Idaho." Unpublished Master of Arts thesis, 1959. Text 102 pp.; appendix 31 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Brigham Young University Library, Brigham Young University, Provo, Utah.

Purpose: ". . . (1) to determine the problems encountered by Idaho drama directors in high school play production, (2) to discover the relative intensity of the problems, (3) to organize the data in a variety of ways in order that relationships might be noted, (4) to discover whether or not there is any consensus as to solutions to the problems considered most serious."

Methods: Survey is based on response from 72 Idaho high school drama directors to a problem check-list and information form. Information form was designed to discover each director's educational background and experience in the field of drama, as well as his reasons for and attitudes toward his position as a drama director. Check-list was designed to discover the director's problems in the general areas: arising from attitudes and policies of the administration and faculty; arising from student attitudes and behavior; arising from community and parental attitudes, activities and relationships; related to facilities and finance; related to the high school drama director. To discover relationships, data from check-lists are organized in various ways according to: enrollment of the schools, experience of the directors, the college training of the directors in speech and drama, whether or not a drama class was taught in the school, whether or not the school had a dramatics club. It was not within the scope of the survey to prove the significance of these relationships statistically.

Features: The various organizations of data are tabulated as well as discussed in text. From the intensity ratings of the problems, writer derives a list of the 10 most intense problems, and from the various organizations of data he derives 5 factors that might influence the problems of high school play production.

Gould, Harold Vernon. "Functions of Dramatic Activity in American Schools, Colleges, and Universities in the Twentieth Century." Unpublished Doctor of Philosophy thesis, 1953. Text 389 pp.; bibliography 16 pp. Manuscript available on interlibrary loan: Cornell University Library, Cornell University, Ithaca, New York.

Purpose: ". . . to demonstrate that the drama in education is far from being a product of one source or influence;" to help drama teachers "realize that their subject as an educational concern has sprung from several different origins, each of which has given rise to related but different sets of objectives and practices, and each of which endows these sets of objectives and practices with an established tradition and a historical claim that should be respected;" to group the various aims and methods of dramatic activities in such a way that "the teacher may gain

a broader view of his own approach and may increase his tolerance and understanding of other modes of instruction working for similar ends."

Methods: The various objectives and practices proposed for dramatic activity in education are organized and discussed "in terms of five major functions:" (1) dramatic activity as an instrument of speech training, (2) dramatic activity as an instrument of knowing, (3) dramatic activity as an instrument of personality and character development, (4) dramatic activity as a sociological instrument, (5) dramatic activity as an instrument for promoting the welfare of theatre arts. Each function is considered according to its development from 1900 to 1950, and according to its relation to the secondary schools, colleges, and universities. Three chapters--devoted to dramatic activity as an instrument of speech training, as an instrument of knowing, and as an instrument of personality development--illustrate the values of general education to the individual. A chapter devoted to dramatic activity as a sociological instrument illustrates how educational institutions--high schools and universities--can utilize dramatic activity to develop new community sociological attitudes as well as a fuller appreciation of drama. A chapter devoted to dramatic activity as an instrument for promoting the welfare of theatre art illustrates a fifth function of dramatic activity--primarily the welfare of the theatre and, secondarily, the development of a "well-rounded education" for the student. Study is concluded with two chapters devoted to "writer's view of how and where some of the various functions discussed may best operate in the light of contemporary educational thought and practice."

Features: Introductory chapter presents basic conflicting views of "the proper educational objectives for dramatic activity." One of the considerations in the concluding chapter is writer's view of the functions of dramatic activity with which the high school teacher should be concerned.

Heady, Donald E. "A Survey of the Extracurricular Dramatic Activities in Michigan High Schools 1961-1962." Unpublished Master of Arts thesis, 1963. Text 78 pp.; bibliography 2 pp.; appendix 10 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: ". . . to survey and analyze the extracurricular dramatic activities in the Michigan High Schools for the 1961-1962 school year."

Methods: Survey is based on questionnaire method. Drama directors of 569 public, parochial and private Michigan high schools responded. In order to determine the existing situation of extracurricular dramatic activities in the schools in the state, the survey investigates the following points:

- "1. The number of high schools having an extracurricular dramatics activities program;
2. The title, author, type, kind, and length of each play presented in these high schools;
3. A breakdown of the finances of the extracurricular dramatic activities program as to royalties, price of admission, cost, profit, and use of profit;
4. The groups which sponsor the dramatic productions and the number of students which participate in them;
5. The number of performances of each production and the total attendance;
6. The person(s) responsible for casting and play selection, and the technique used for casting and play selection;
7. The rehearsal pattern for the productions;
8. The major problems in play selection and production;
9. The statistics concerning the stage and physical plant in each high school;
10. The amount of formal training the high school play director has received;
11. An indication of the drama courses taught in the high schools;
12. And the sources of technical, financial, and aesthetic help which are used, or might be used by the high schools in the state of Michigan."

Data from survey is analyzed according to enrollment classifications of the schools and according to those schools "presenting at least 3 one acts or one full length play per year."

Features: Results of survey are compared with results of four similar surveys conducted in Wisconsin (1947-1948), Iowa (1953-1954), New York (1954-1955) and Ohio (1958-1959). Objectives, methods and findings of the 4 similar studies are fully described. Data from the current survey is tabulated as well as discussed in text.

Henderson, Myron H. "An Investigation of Selected Aspects of High School Dramatic Productions in Allen and Huntington Counties with Special Reference to Finance." Unpublished Master of Arts research report, 1952. Text 37 pp.; bibliography 1 p.; appendix 14 pp. Manuscript available on interlibrary loan: Ball State Teachers College Library, Ball State Teachers College, Muncie, Indiana.

Purpose: ". . . to survey the nature of the drama-producing organizations, the extent to which they pursued activities of a dramatic nature during the school year, and the expenses which were involved in the productions of these groups in the secondary schools of Huntington County and Allen County, Indiana."

Methods: Twenty-three public schools were considered in the survey. Through questionnaire method and personal interviews, writer surveyed factors such as: (1) extent of dramatics courses offered, (2) proportion of schools teaching speech, (3) extent of extra-curricular speech groups, (4) sponsorship and frequency of plays, (5) who directed the plays, (6) why the schools produced plays, (7) royalties, (8) price of admissions, (9) production expenses: photography, printing and advertising, costumes, scenery and stage properties. The economic status of the various schools is also investigated to determine if wealthier school systems have more dramatic enterprises.

Features: Results of survey are tabulated and discussed in text. Conclusions of survey include an estimation of the "average expenses with which these schools might be expected normally to operate."

Henslee, Thelma. "The Role of the Senior Play as Part of the Drama Program in Selected High Schools of Texas." Unpublished Master of Arts thesis, 1952. Text 41 pp.; appendix 8 pp.; bibliography 2 pp. Manuscript available on interlibrary loan (for use in library only): Texas Woman's University Library, Texas Woman's University, Denton, Texas.

Purpose: Purpose seems to be indicated in the following statement: "This thesis is not written to advocate doing away with the class play, but only to make certain recommendations for improving the play."

Methods: Questionnaire survey was used "to find out from school principals themselves the present status of the class play" in Texas high schools." Survey received response from 136 Texas schools and provided the following information: number of schools producing a senior play, training of directors, number and types of plays produced in a year, number of schools with dramatic organizations, number of schools which produce royalty plays, number of weeks spent in rehearsal, uses of money from senior play, average costs and profits of senior play productions, reasons for having senior plays. Results of survey are considered in text of study in writer's general discussions on the following topics: training, responsibilities and problems of high school directors; selection of plays, casting plays; length of

rehearsal periods and responsibilities of directors during rehearsals; financial considerations regarding budgeting and profits from the class play. Discussions of above topics contain recommendations which "are based on a bulletin prepared for the National Association of Secondary School Principals in December, 1949, by the American Educational Theatre Association." Through the discussion "writer has attempted to explain the dramatics program in high school and specifically the place of the senior play." Final consideration of study contains discussion of "the value of dramatics in the high school curriculum."

Features: Results of questionnaire survey are presented in tables in the appendix.

Henstrom, Martha Adams. "A Survey and Analysis of the Problems Confronting High School Drama Directors in the Production of Plays in the State of Utah." Unpublished Master of Arts thesis, 1964. Text 90 pp.; appendix 32 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Brigham Young University Library, Brigham Young University, Provo, Utah.

Purpose: ". . . (1) to discover the problems facing Utah directors of high school dramatics, (2) to determine the relative intensities of these problems, (3) to arrange this information in a variety of ways so as to determine if any relationships exist, (4) and to ascertain whether or not any agreement exists as to the possible solutions to those problems felt to be most serious."

Methods: Survey is based on response from 64 Utah high school drama directors to a problem check-list and information form. Information form was designed to discover each director's educational background and experience in the field of drama, as well as his reasons for and attitudes toward his position as a drama director. Check-list was designed to discover the director's problems in the general areas: arising from attitudes and policies of either the administration or the faculty; resulting from student attitudes and behavior; arising from community and parental attitudes; directly related to facilities and finance; resulting from attitudes of the drama director. To discover relationships, data from check-lists are organized in various ways according to enrollment of the schools, to experience of the directors, to college training of the directors, to whether or not the schools had dramatics clubs, to whether or not the schools had dramatics classes, speech classes or neither. It was not within the scope of the survey to prove the significance of these relationships statistically.

Features: The various organizations of data are tabulated as well as discussed in text. Participants in the survey proposed solutions to the problems which they felt "most hampered their program" in dramatics. From analysis of the intensity ratings and the various comparisons of the problems, writer recommends 7 possible solutions. Since this survey is, "in a sense, a repeat of a similar study done by Mr. Franks in Idaho" in which a similar check-list was used, it offers opportunity for comparison not only of what the problems were in the two states but also what they were at different times--1959 and 1964.

Hobbs, Paul Edward. "An Inquiry into the Use of Drama to Teach History." Unpublished Master of Arts thesis, 1955. Text 156 pp.; bibliography 7 pp. Manuscript available on interlibrary loan: University of the Pacific Library, University of the Pacific, Stockton, California.

Purpose: ". . . to show how dramatization of significant historical themes can be more easily realized in high school American history classes."

Methods: In support of the theory that "dramatization should be made easier for history teachers to use," study is divided into discussion of four topics: (1) the current effectiveness of methods used to teach history; (2) the justification of the dramatic episode as an effective method of teaching history; (3) the use of a play writing project in a history class--goals of the project and organization of it; (4) the use of high school drama classes and clubs to produce educational plays for history classes. Discussion of a history class play writing project and of the use of drama classes and clubs is for the purpose of illustrating "different ways that dramatization can be accomplished." Also included in the study are scripts for 2 short plays which were written by the writer "to be used for production in a history classroom or to be used as examples of student play writing."

Features: Elements of the study applicable to this bibliography are the discussions on how to organize and develop a play writing project and on the use of high school drama classes and clubs. The latter is described as "an appeal to high school drama teachers to include more plays on their production schedule that can be used as teaching devices."

Kibler, Robert J. "A Survey of the Extracurricular Dramatics Activities in Ohio High Schools 1958-1959." Unpublished Master of Arts thesis, 1959. Text 123 pp.; bibliography 2 pp.; appendix 25 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: " . . . to survey, analyze, and evaluate the extracurricular dramatic activities in Ohio High Schools for the 1958-1959 school year."

Methods: Survey is based on questionnaire method. Drama directors of 627 public, parochial and private Ohio high schools responded. Questionnaire was designed to discover: (1) how many schools had extracurricular dramatics activities; (2) the nature of the activities and the major problems involved in the various phases of the activities. Specific considerations include: type of production and number of performances, performance attendance, production cost and net profit, method of selecting and casting plays, types of stage facilities; who sponsors the activity, who directs it, who receives the profits, and how many students participate. Analysis of data is done according to classification of the schools by enrollment. Evaluation is based on comparison of current study with 3 similar studies conducted in Wisconsin (1947-1948), Iowa (1953-1954), and New York (1954-1955).

Features: Purposes, objectives and procedures of the 3 studies used for comparison are described. Questionnaire data are tabulated as well as discussed in text. Appendix includes a listing of the most popular Ohio high school productions, arranged according to length of plays and school enrollment classification.

Kruse, Mary K. "Terminology and Definition of Terms Dealing with Dramatics in the Elementary and Secondary Schools." Unpublished Master of Arts thesis, 1954. Text 20 pp.; appendix 58 pp. Manuscript available on interlibrary loan: Queens College Library, Queens College, Flushing, New York.

Purpose: " . . . to provide the basis for the systemization and clarification of existing terminology dealing with dramatics in the elementary and secondary schools."

Methods: Study is based on premise that "writers use terms dealing with dramatics in different ways, so that the meanings of the various terms are confused." Discussion in text deals primarily with: (1) writer's explication on various reasons for confused use of terminology, and (2) writer's description of the formulation of tables which she prepared "to establish a system which showed likenesses and differences" of 22 dramatics terms. Formulation of the tables is based on "analysis of the definitions of the various forms of dramatic activity as found in the books and periodicals which have defined elementary and secondary school dramatics within the period 1917 through 1953." The 22 tables, found in the appendix, provide the following information ("bases of comparison") for each term: "participants, pur-

pose of participation, directorial leadership, production material and audience present." When applicable, the tables contain a 6th basis of comparison--synonyms of the term being described. For each term or phrase listed under the bases of comparison, a "key letter" is provided which refers to additional appendices, and which indicates the author of a work or the publication in which the term is considered as listed. The year of the publication or the author's work is also indicated in the "key letter."

Features: Additional appendices include writer's bibliography, with the key letters indicated, and an index to some terminology used in the 22 tables.

Kurtz, Gladyce B. "A Proposed Second-Semester Dramatic Arts Course for Texas High Schools." Unpublished Master of Education thesis, 1952. Preface 1 p.; text 76 pp.; bibliography 3 pp.; appendix 22 pp. Manuscript available on interlibrary loan: University of Texas Library, University of Texas, Austin, Texas.

Purpose: ". . . to show that the one State accredited course in Dramatic Arts, Speech III of one semester, is able to give the student little more than the merest background of the work. The second purpose is to show that the student is given an opportunity, through a second semester of dramatic arts, to utilize the skills for which he is best adapted. . . . The third purpose is to identify and formulate concisely the advantages of an additional drama unit at the secondary level."

Methods: Proposed course is based on writer's 7 years of "experimental work" in teaching dramatics in a Texas senior high school. The course is designed to contain 5 units of study, "with the production of the Senior Play as a tool by which the second semester work is motivated." The units of study include: (1) historical background of theatre, (2) selecting the senior play, (3) acting, (4) directing, and (5) technical production. Each unit is outlined in text of study according to the following factors: purposes, suggested topics for investigation and suggested activities, suggested references, and the writer's discussion of the material to be covered in the unit. Following the course of study, writer presents "pupil reaction to the additional Dramatic Arts course now in experimental stages" at the high school where she teaches. "These reactions are taken from the students' voluntary statements written in the school's annual from 1948 to 1952."

Features: Appendix contains examples of materials used in writer's experimental course and examples of materials and notes

developed by her students in the various units.

Lee, Lola Virginia. "A Touring High School Shakespeare Company." Unpublished Master of Arts thesis, 1961. Text 54 pp.; bibliography 1 p. Manuscript available on interlibrary loan: Hawley Library, State University of New York, Albany, New York.

Purpose: Purpose seems to be to propose "a 'practical guide' to be used by a person establishing a 'Touring Group' in a geographical area which lends itself to such an arrangement."

Methods: The guide for establishing a touring group is based on writer's proposals for establishing such a high school group within a specific area of New York state for the purpose of promoting "good theatre which would benefit the students, school and community." The proposed plan, "designed to cover a three year period," consists of touring a high school group's productions of Shakespeare's Taming of the Shrew, Macbeth, and Henry IV, Part I to schools and communities in a 20 mile area. According to the plan, one of these plays would tour each of the 3 years. Major considerations of study are: (1) justification of Shakespearean plays to be acted by high school students; (2) justification of the selection of Taming of the Shrew, Macbeth, and Henry IV, Part I as touring high school productions; (3) suggestions on how to organize and prepare technical aspects of the touring productions. Suggestions on technical aspects of production--setting, props, furniture, sound effects, and costumes--are based on the utility of these items in all 3 productions.

Features: Writer proposed that a faculty committee "be responsible for establishing the total plan for the three year period." Therefore, suggestions on organization and technical aspects form a "basic outline from which to work" rather than detailed discussions on the procedures to follow.

Lentz, Anna B. "A Survey of the Status of Dramatics in the Secondary Schools of Colorado in 1949." Unpublished Master of Arts thesis, 1949. Introduction vi pp.; text 36 pp.; bibliography 1 p.; appendix 6 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to show as scientifically as possible just what was being done in the field of dramatics in the secondary schools of Colorado in 1949."

Methods: Survey, conducted through questionnaire method, is based on response from 114 Colorado schools--first, second and third class high schools; county high schools; accredited

private and parochial high schools. Considerations of survey include:

1. Number of Secondary Schools in Colorado That Do Not Teach Dramatics in a Classroom Situation.
2. Number of Secondary Schools in Colorado That Teach Drama as a Part of English Courses.
3. Number of Secondary Schools in Colorado That Teach Drama as a Part of Speech Courses.
4. Purposes of the Drama Program in the Secondary Schools of Colorado.
5. Number of Schools With No Extra-Curricular Program.
6. Speech Training of Teachers Who Direct Plays in the Secondary Schools of Colorado.
7. Drama Training of Teachers Who Direct Plays in the Secondary Schools of Colorado.
8. Purposes of Extra-Curricular Dramatics in the Secondary Schools of Colorado. (Entertainment)
9. Purposes of Extra-Curricular Dramatics in the Secondary Schools of Colorado. (Raising Funds)
10. Purposes of Extra-Curricular Dramatics in the Secondary Schools of Colorado. (Give Students Opportunity for Dramatic Experience)

Features: A quantitative study, illustrating through charts and graphs, where and to what extent dramatics was being presented in secondary schools of Colorado in 1949.

Lohrey, Sherwood David. "A Survey of the Extra Curricular Dramatic Activities in the Public High Schools of New York State, 1954-1955." Unpublished Master of Science thesis, 1955. Text 75 pp.; bibliography 3 pp.; appendix 24 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$5.57.

Purpose: Purpose seems to be "to determine the extent and the importance of the dramatic activities in the state of New York between September, 1954 and June, 1955."

Methods: Study is based on questionnaire survey response from 300 "secondary public schools in the state, including the City of New York." Questionnaire was designed to obtain information on the following factors regarding each school's dramatics activities: whether dramatics was part of the curriculum or extra-curricular program; whether school had a trained dramatics director; number of plays produced per year; number of student directed productions; number of arena style and children's theatre productions; methods used for play selection and for casting, and major problems in play selection; where plays were presented; types, sizes, and availability of stages; types of available theatrical equipment; titles

and authors of full-length plays and musicals produced in 1954-1955; number of performances of each production; total attendance and admission price for each production; production costs and net profit of each production; sponsorship of each production; use of production profits; and total number of students who participated in each production. Text of study contains analysis of these factors according to 3 classifications of school enrollments.

Features: Survey data are summarized in tables as well as discussed in text. Appendix includes listings of plays, musicals, playwrights, and publishers represented in the survey.

Marchand, Louis V., Jr. "A Study of Adolescent Psychology and Its Relation to Dramatic Arts." Unpublished Master of Arts thesis, 1950. Text 57 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to analyze, discuss and evaluate adolescent behavior as outlined and described in adolescent psychology. This was done in relation to the director-supervisor of dramatic activities and his place in the school program."

Methods: Basic teaching techniques, as indicated by the field of educational psychology are evaluated in terms of the adolescent and the school. These techniques are correlated with the psychological concepts involved in supervision of dramatic arts activities. Major considerations are: elements of adolescent psychology, value of dramatic arts in the secondary school, the roles of supervisor and student in dramatic arts activities, the learning process and dramatic activities.

Features: "Dramatic arts" are not specifically treated as classroom or extra-curricular activity. Consideration of patterns of informal group dynamics makes the study applicable to both.

Marsteller, Paul N. "Problems and Opportunities of the Rural High School Drama Director." Unpublished Master of Arts thesis, 1954. Preface iv pp.; text 189 pp.; appendix 33 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Abbot Memorial Library, Emerson College, Boston, Massachusetts.

Purpose: Purpose seems to be to discover the problems of rural high school drama directors in the United States, to offer practical suggestions on how the problems can be dealt with, and to discuss the opportunities for the drama director in a rural high school.

Methods: "Rural area" is defined as having a population of 2,500 or less. "High school" is defined generally to include grades 10-12; but, when applicable, grade 9 is also included. From a questionnaire survey of 144 drama directors representing rural high schools in 46 states, writer determined problems in the general areas of: handicaps of the rural high school drama teacher; problems evolving from the school set-up; problems related directly to students; and problems relating to staging. Problems revealed on the questionnaires form the basis for writer's discussion on specific topics such as: school administration, limitations of the rural high school audience, play selection, planning a year's program of plays, finances, try-outs, casting, make-up, costuming, faculty cooperation, conflicts with athletics, arousing student interest in dramatics, rehearsal procedures, types of staging, scenery and lighting that can be used. Based on comments from the questionnaires and writer's research and personal experience in rural high school directing, specific suggestions are given on how to handle problems arising in the above areas. Also discussed are the "specialized opportunities" for the rural high school director to develop student and community appreciation for drama and related fields such as music, radio, television, movies, and art. Final chapter contains compilations (in chart form) of information taken from the questionnaires--years of teaching experience and directing experience of reporting teachers, teachers' reasons for serving as drama directors, drama training and experience of reporting teachers, official status of drama in reporting schools, directors' estimations of degree of public support of full-length plays, types of full-length plays presented most often, average number of full-length and one-act plays presented per year, amounts of royalty paid for one-act and full-length plays, adults' admission charged for full-length plays, kinds of try-outs conducted, cooperation from administration and rest of faculty, classifications of reporting schools, degree of student interest, equipment and departments in the schools, participation in drama festivals, places of presentation of one-act and full-length plays.

Features: Specific sources for information on costuming, make-up, lighting equipment, theater supplies, and educational films are cited. Appendix contains titles of plays directed by reporting teachers, and titles of one-act and full-length plays recommended for rural high school production.

McBade, Jack R. "A Survey of Factors That May Affect the Enrollment in Dramatics Classes in the Public High Schools of the Greater Los Angeles Area." Unpublished Master of Arts thesis, 1963.

Text 52 pp.; bibliography 2 pp.; appendix 75 pp. Manuscript available on interlibrary loan: California State College at Long Beach Library, 6101 East Seventh Street, Long Beach, California.

Purpose: ". . . to examine a number of factors within the schools of the greater Los Angeles area which might affect the enrollment of students in dramatics classes."

Methods: Questionnaire sent to schools of the Los Angeles area investigated the following factors: "1) type of school (i.e., three year high school, four year high school or junior-senior high school), 2) size of school, 3) percentage of college preparatory students in the school, 4) number of class periods in the school day, 5) the number of class periods per day a student is required to take, 6) programs which permit students to take extra classes, 7) the number of courses in dramatics offered, 8) limitations as to which students may take dramatics classes, 9) whether or not there is a full time drama teacher, 10) whether or not there is a prescribed course of study for the dramatics classes, 11) whether or not dramatics fulfills a requirement for English, 12) the number of and limitations placed upon dramatics productions offered during the school year, 13) the place or places in which dramatics classes are taught and productions are offered, 14) whether or not honor society points are allowed for superior grades in dramatics, 15) whether or not there is participation in competitions and festivals, 16) whether or not there is a dramatics club, 17) whether or not special recognition is given to outstanding drama students." Each item on questionnaire is treated in 3 ways: (1) its importance to the investigation; (2) how it was interpreted and computed; (3) its significance as an influencing factor in enrollment of students in dramatics classes.

Features: Chi-square statistical tests were applied to survey data to "check the significance of the variations in the drama enrollment figures" for the nominal categories developed for each of the 17 factors which described Los Angeles schools. Results of survey are tabulated as well as discussed in text. Conclusions suggest: (1) which factors lend themselves to some type of control by those "who are interested in increasing the participation of students in educational theatre" and which factors are uncontrollable; (2) residual data which is applicable to "teacher training institutions in the guidance of students who plan to teach classes in dramatics."

McLain, Charlotte Fisher. "A Study of Dramatic Activities in Certain Public High Schools of Allegheny County, Pennsylvania." Unpublished Master of Arts thesis, 1959. Text 46 pp.; appendix 10 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Pittsburgh Library, University of Pittsburgh, Pittsburgh, Pennsylvania.

Purpose: ". . . to assess the nature and extent of dramatic activity in the public high schools of Allegheny County, Pennsylvania, by investigation of the status, extent, and kinds of such activity, by determination of some of the influencing factors, and by examination of the programs as to their educational significance."

Methods: Study is based on information obtained through personal interviews with 8 principals and 22 teacher-directors in 30 public school systems in Allegheny County. Surveyed schools represent "different areas of the county," 4 classifications of school populations ranging from under 500 to 1,500 and above, and either grades 9-12 or 10-12 "depending upon school organization." Investigation of status of the schools' dramatic activities covers the nature and extent of (1) curricular drama instruction, (2) dramatic clubs, (3) play production, (4) other productions such as revues, and (5) projects such as special assemblies and community programs. Investigation of factors influencing the schools' dramatic activities considers: (1) community attendance and interest; (2) school size, organization and location, and facilities; (3) administration, faculty, and student interest; and (4) training and experience of the teacher-director. Educational significance of the schools' dramatic programs is examined and evaluated according to: (1) the relationship of the importance of dramatics to other school activities, (2) the types of three-act plays selected for production, and (3) the interview respondents' ratings of the values of dramatic activities for high school students.

Features: Data obtained from interviews are tabulated. Three-act play productions are evaluated according to 4 classifications "based on the generally known potential of the plays for interpretation and characterization." Titles of plays are not indicated; but relationships are shown between types of plays produced and the extent of the schools' dramatic activity and the teacher-directors' training.

Meyer, Margaret Gump. "A Survey of the Extra Curricular Dramatic Activities in Iowa High Schools, 1953-1954." Unpublished Master of Science thesis, 1955. Text 87 pp.; bibliography 3 pp.; appendix 42 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty

Street, Madison, Wisconsin. Cost: \$6.81.

Purpose: ". . . to carefully analyze and evaluate the extra-curricular dramatic programs in the high schools of the State of Iowa for the 1953-1954 school year."

Methods: Study is based on questionnaire survey which received response from dramatic arts teachers in 344 Iowa high schools. Survey investigated the following factors regarding the extra-curricular dramatic arts program in each school: extent of director's training in dramatic arts, basis of teacher's assignment to direct dramatic arts activities, methods used in play selection and in casting, major problems in play selection, place where plays are staged, type of stage, availability of stage for rehearsals, times of rehearsals, types of available stage equipment, extent of stage craft facilities, person responsible for technical production, nature and extent of production budget, and titles and types of productions presented during 1953-1954. Regarding each of a school's 1953-1954 productions, survey also investigated: number of performances of each production, total attendance, admission price, approximate production costs, approximate net profit, nature and extent of assistance by other departments, name of sponsoring department or club, use of profits, and number of participating students. Data regarding these factors are discussed and analyzed in text. Data are usually analyzed according to enrollment classifications of the schools, and frequently according to the extent of directors' training in dramatic art.

Features: Survey data are presented in tables as well as discussed in text. Appendix contains lists of full-length plays, short plays, musicals, playwrights, and publishers represented in the survey.

Mikula, Andrew Thomas. "A Survey of the Class Play Status in Three High School Areas of Western Pennsylvania." Unpublished Master of Arts thesis, 1951. Text 32 pp.; appendix 5 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: University of Pittsburgh Library, University of Pittsburgh, Pittsburgh, Pennsylvania.

Purpose: ". . . to examine the position of the paid dramatic performances in the high schools polled in this thesis with particular reference to the class play."

Methods: The 3 high school areas represent "the large metropolitan school system, the medium-sized school system and the small school system." Survey is primarily based on personal interviews with dramatics teachers or activities directors in 19 schools representing the

3 school system sizes. Questionnaire method was used to survey 4 of the 19 schools. All schools were surveyed on the following factors of their "paid dramatic performances:" (1) type and number of annual performances; (2) size of auditorium and performance attendance; (3) policies regarding finance, selection of scripts and casts, mixed casting (casting Negro students), and double casting; (4) nature of dramatics clubs; (5) extent of play directors' training and other teaching duties. Each school's dramatic performances are described individually. Then the performance factors of all the schools are compared in order to determine if there is any "correlation between the amount of dramatic activity and the size of the city in which the school is located."

Features: Several performance factors discussed in text are further illustrated in charts in the appendix.

Myrus, Shirley W. "A Survey of Drama Education on the Secondary Level in Northwestern Ohio." Unpublished Master of Arts thesis, 1960. Text 151 pp.; bibliography 2 pp.; appendix 13 pp. Manuscript available on interlibrary loan: Bowling Green State University Library, Bowling Green State University, Bowling Green, Ohio.

Purpose: ". . . to examine selected aspects of the existing programs of drama education on the secondary level in northwestern Ohio."

Methods: Survey investigates the drama curricula of northwestern Ohio high schools, grades 9-12, in four general categories: "(1) the role of drama in the total program, both academic and extra-curricular; (2) the qualifications of the people who are responsible for drama education; (3) the influence of additional factors, such as physical facilities, upon the quality, extent, and importance of the drama program; and (4) a comparison of the typical drama curriculum to a nationally recommended, secondary level, drama curriculum." Questionnaire method was used to determine the attitudes of high school principals and drama teachers to the first 3 categories. Two hundred and ninety-one principals and drama teachers responded separately to the questionnaire and their answers are compared. Fourth category of investigation concerns comparison of the findings of the questionnaire survey with a standard course of study published by the National Thespians Society in 1955.

Features: Results of survey are tabulated as well as discussed in text. Scope of investigation includes the areas of curricular, extra-curricular and co-curricular drama. A copy of the National Thespians Society publication, The High School Drama Course by Willard J. Friederich, is included in appendix.

Nora, Barbara June. "The Contribution of Dramatics to the Speech Curriculum." Unpublished Master of Science thesis, 1960. Text 79 pp.; bibliography 6 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$4.69.

Purpose: Purpose seems to be "to examine the teaching of speech, and in particular, the teaching of dramatics in the speech curriculum in light of the background of our educational system up to this time."

Methods: Study is concerned with the teaching of dramatics on the secondary level. Chapter I contains discussion of "some of the educational philosophy that affected speech pedagogy in the twentieth century." In Chapter II, writer takes "a broad view of the philosophic background of speech" at the secondary level; in which, she considers: "why we teach speech at the secondary level, what aims and purposes we have in mind when we teach speech, how it is commonly introduced to the student, and where it appears in the curriculum." In Chapter III, writer examines the teaching of dramatics in order "to discover the contribution dramatics makes to the speech curriculum specifically, and to the education and development of the high school student generally." Final chapter contains writer's evaluation of 17 "of the more commonly used high school speech texts." Herein, writer determines the extent to which each text treats the following aspects of dramatics: units on dramatics, stage terms, theatre history, acting, production, play selection, play casting, rehearsals, and appreciation of theatre.

Features: For each textbook considered in final chapter, writer has constructed a chart which indicates the aspects of dramatics covered in the book.

Overby, Sr. M. Celeste, C.S.J. "A Critical Study of Play Production in the Catholic Secondary Schools of Kansas, 1957-1959, With a Proposed Syllabus for a Two-Semester Introductory Curricular Course in Dramatic Arts." Unpublished Master of Arts dissertation, 1962. Text 68 pp.; appendix 4 pp.; bibliography 6 pp. Microfilm copy available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: "(1) To bring together the information available from a study of the replies to the questionnaires and personal interviews of the Catholic high school drama programs of Kansas as they existed during the scholastic terms of 1957-1959.
(2) To evaluate the information in the light of basic criteria as recommended by authorities in the field, in order to determine the degree of contribution of

such activities to the objectives of secondary education as defined by The Policies Committee of The Secondary School Department of the National Catholic Education Association.

- (3) To recommend positive means for the improvement of the existing programs.
- (4) To furnish a flexible syllabus for a two-semester curricular course of studies in dramatics."

Methods: First part of study examines the role of dramatics in contributing to the fundamental objectives of Catholic secondary education. Information on Catholic high school drama programs in Kansas is based on a survey of 29 such senior high schools, and considers factors such as: number of schools offering speech and/or dramatics in their curriculum and for how many units of credit; what classification of students are offered speech and dramatics courses; background and preparation of instructors who direct plays; extent of physical facilities; distribution of profits from production; length of plays produced. Analysis of results of survey is based on a 4-part criterion concerned with: status of dramatics in the school program, teacher training, physical plant, and production. Proposed syllabus for a dramatics class contains 6 units of study--History of the Theatre, The Play, The Actor, The Director, The Technician, Motion Pictures and Television. Objectives, areas of study, and supplementary references are suggested for each unit.

Features: Proposed course of study is designed for a class meeting regularly one period a day, 5 days a week, for 2 semesters or one school year; and open to sophomores, juniors, and seniors. Flexibility of proposed course is discussed and specific texts for the course are suggested.

Pappas, George Charles. "Survey and Comparison of Educational Drama in Twenty Representative High Schools in Los Angeles County 1948-1949." Unpublished Master of Arts thesis, 1951. Text 95 pp.; bibliography 5 pp.; appendix 8 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . to survey and investigate educational dramatics as studied, practiced and conducted in the high schools located within the county of Los Angeles."

Methods: Surveyed schools represent a sampling of the 3 types of administrative systems in Los Angeles County. Study is primarily based on writer's personal interviews with drama directors in the 20 schools. Interviews "were conducted from a previously prepared questionnaire" which investigated the following factors regarding each school:

number of drama clubs; number of classes in drama; method of admitting students to drama classes; purpose of curricular drama; types of drama and theatre units taught; general method of teaching curricular drama; types of plays studied and basis on which they are studied and evaluated; general teaching method used in study of plays; grade levels at which curricular drama is offered; extent of curricular offerings in stagecraft, radio, and motion pictures; major considerations and methods used in selecting plays for production; number and types of plays produced yearly; director and student preferences toward full-length and one-act plays; number of original plays written by students; major considerations regarding casting for public performances; general basis of casting classroom productions; general purpose of extra-curricular dramatics. In one chapter, writer presents "compilation and tabulation of the data" regarding the above factors; then he devotes the succeeding chapter to "interpretation of that data."

Features: Preceding chapters specifically dealing with the survey, writer devotes a chapter to "the development of educational drama in the secondary schools" which he traces through the development of college and university drama.

Pease, Richards Kenneth. "Period Plays for Secondary Schools." Unpublished Master of Arts thesis, 1951. Text 290 pp.; bibliography 2 pp.; appendix 20 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to integrate drama activities of high schools with the work of other departments and to use period plays as audio-visual aids in various subject-matter areas."

Methods: Writer selected 5 period plays which he felt could be used to integrate drama activities with the work of English and social studies departments on the secondary level. The plays are: The Trojan Women, Julius Caesar, Volpone, The Physician in Spite of Himself, and She Stoops to Conquer. Scripts for the plays, as presented in the text, were edited to meet the following criteria: subject matter to correlate studies in history and literature; content to be free of "undesirable or immoral references;" production time to fit into a 40-50 minute class period; production requirements to correspond either with the limited facilities of a classroom or the full-scale facilities of an auditorium. Preceding each script are: instructional guides for both social science and literature, designed "to give the instructor a foundation for the period [of the play] and to

illustrate how the integration may be effected;" and study guides for both social science and literature, designed to help the student appreciate social, political, economic, dramatic and literary factors of the play and its period. Also preceding each script is an outline of writer's suggestions regarding the following factors: scenery, properties, costumes, make-up, and lighting. Each of the scripts contains technical cues, charts and descriptions of movement for each page of dialogue.

Features: Appendix contains set and costume designs for each of the 5 plays.

Peterson, Ralph W. "An Analysis of the Drama Program in Representative Oklahoma High Schools." Unpublished Doctor of Philosophy dissertation, 1953. Text 159 pp.; bibliography 1 p.; appendix 50 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to bring together all the information available concerning the drama programs in Oklahoma high schools, the preparation of the teachers and their salaries, and the finances of the drama departments. . . . to evaluate the information gathered and make recommendations for the improvement of the high school drama programs."

Methods: Analysis is concerned with curricular and extra-curricular dramatic activities of Oklahoma high schools as classified according to enrollment sizes. Information regarding the activities was obtained from 2 sources: (1) a questionnaire survey of 253 schools; (2) visitations to 24 schools which were representative of the enrollment classifications as well as the 6 college districts outlined by the State Board of Education. These sources revealed such information as: percentage of schools teaching drama as a curricular or extra-curricular subject; number of teachers in each school who handle dramatic activities; academic backgrounds and teaching responsibilities of teachers handling dramatic activities; drama facilities and equipment in each school; number of students participating in the activities; amount of time spent preparing major productions; quality of plays produced; number of schools in each classification which participated in one-act play festivals. All information regarding Oklahoma drama programs is evaluated according to enrollment classifications and compared with certain aspects of drama programs in 44 other states as revealed in letters received from State Superintendents of Public Instruction. Specifically, these letters supplied information regarding each state's: requirements for certification to teach speech and drama; prescribed text or

course of study for speech and drama; number of schools offering a course in speech and drama.

Features: Information considered in the study is tabulated as well as discussed in text. Visitations to the 24 schools also revealed administrative attitudes and support of drama programs. Appendix includes a listing of 44 states' minimum requirements for certification to teach speech in 1953.

Poulter, Douglas Samuel. "Procedures for Developing a Program of Educational Dramatics in the High School." Unpublished Master of Arts thesis, 1959. Text 161 pp.; appendix 16 pp.; bibliography 7 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . (1) to formulate criteria by which to analyze the procedures for developing a program of educational dramatics in the high school, (2) to determine procedures which can be used for the development of a program of educational dramatics in the high school, and (3) to apply these criteria in analyzing procedures."

Methods: "High school" is defined to include grades 9-12. A program in educational dramatics is interpreted "to mean curricular and co-curricular experiences in the art of play production, from the reading and writing of plays through the evaluation of their performances." The criteria for analyzing procedures used in developing a program of educational dramatics is presented and discussed in terms of how it evolved from writer's own experience and his examination of related textbooks, research, and periodicals. The procedures which can be used in developing such a program were determined by means of an "inquiry form" which was received from dramatics teachers in 55 mid-western high schools. Results of this inquiry, which enabled "teachers to report procedures by which they had developed their programs of dramatics," are presented and discussed. Writer then analyzes this information according to his established criteria "in an effort to determine differences and similarities between practices by teachers and writings by authorities." In all phases of the study, the following factors are considered under procedures for developing a program in educational dramatics: objectives of educational dramatics, organization and status of curricular and co-curricular dramatics, training of dramatics teachers, selection and casting of plays, evaluation of dramatic productions, methods of increasing interest in dramatic programs.

Features: Results of inquiry are tabulated as well as discussed in text. "The writer classified the conclusions of this study in two ways: (1) those relative to the programs surveyed and (2) those delineating procedures which can result in the development of a program of educational dramatics."

Ryan, Eugene J. "A Descriptive Study of the Dramatic Arts Program of the Secondary Schools of Central California With a Suggested Course of Study in Drama for Secondary Schools Under One Thousand Enrollment." Unpublished Master of Arts thesis, 1959. Text 227 pp.; bibliography 2 pp.; appendix 9 pp. Manuscript available on inter-library loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . (1) to point out the importance of a drama curriculum in our secondary schools; (2) to determine, by means of a questionnaire, what is now included in a drama curriculum at the secondary level and compare findings to suggested courses of study; and (3) to build a practical course of study in drama for the secondary schools under one thousand enrollment based on findings from the answers to the questionnaire, comparisons to suggested courses of study and practical application in a secondary school in a course of drama."

Methods: Study is based primarily on writer's questionnaire survey of 25 high schools in Central California; it is also based on "personal knowledge" of writer and "investigation of books, pamphlets, and magazines pertaining to the field of drama." First major consideration of study contains explanation of each item on questionnaire and analysis of response to each item. Responses to questionnaire items are "compared to suggested courses of study and to ideas expressed by many authorities." Questionnaire investigated the following factors: school size; number of "beginning drama classes" offered; titles and enrollment of "other drama courses offered;" prerequisites and selection of students for enrollment in drama courses; type of credit given dramatics course; number of semesters dramatics is offered; sources of copies of one-act plays; drama class participation in one-act play production for other classes, one-act play festivals and contests, one-act assembly programs, and festivals and contests "where interpretations are given;" fees charged for dramatics; number of schools with drama clubs; text used in drama class; community attitude toward dramatics; facilities of dramatics classroom; extent of formality of drama classes; number of boys and girls enrolled in dramatics; number of class meetings per week and length of classes; drama units, extra-credit projects, required reading and written work, and activ-

ities of course; prescribed course of study for dramatics; "purposes, types, objectives, and length of rehearsals of classroom one-act plays;" instructors' objectives in drama class; available materials used by drama instructors; specific units taught and amount of time spent on each. Second major consideration contains writer's "suggested drama curriculum . . . for a high school of under one thousand enrollment." The curriculum contains material for academic work and activity and play production projects for a class that would meet "fifty minutes, five times each week, for thirty-six weeks." Units outlined in the study, according to objectives, purposes, and suggested activities, are: exploration of the field of drama, stage terminology, history of drama, "technique" ("materials used by playwrights to reach dramatic purpose"), interpretation, and dramatic criticism. Also outlined in the suggested curriculum is an "organization for classroom play production."

Features: Results of questionnaire survey are tabulated as well as discussed in text. "Some of the course of study presented in this thesis has been personally tried for two years in a high school drama course."

Sasser, Lottie Lee. "Guidance Through Dramatics in the Senior High School." Unpublished Master of Arts thesis, 1956. Text 142 pp.; bibliography 5 pp.; books used as reference in developing Chapter V 2 pp.; list of books used in developing Chapter VII 1 p. Manuscript available on interlibrary loan: San Jose State College Library, San Jose State College, San Jose, California.

Purpose: ". . . (1) to review briefly the drama of today in the American senior high school; (2) to summarize the trends of guidance in the high school; (3) to correlate teaching objectives with life experiences in such a way that they may provide a medium for guidance; and (4) to demonstrate some of the results of guidance through dramatics in the senior high school."

Methods: "Senior high school" is defined to include grades 9-12. Review of drama in American senior high schools spans significant developments in high school drama from elementary school precedents to the current scope and objectives. Discussion of trends in guidance includes the following considerations: development of the need for school guidance services (vocational and personal); development of the various areas of guidance; various guidance techniques used in gathering data on students who need counseling; school administrators' responsibilities in guidance programs. The correlation of teaching objectives with life experiences is examined

through discussion of: common and specific needs of youth within a changing world; evolving changes in senior high schools' responsibilities, aims and curriculum; relationship of the school to its local community and society at large. Guidance through dramatics is "demonstrated" through description of writer's work with students in "a small school." One phase of the work involved reading, discussion, and classroom dramatization of literature--drama, fiction and biography--which depicted "misunderstandings and friction among individuals and groups" and also the clashes which occur among communities, states, and nations. Another phase of the work involved group activities such as dramatics clubs projects and production of plays for public performance.

Features: Also included in text are: (1) "two examples of annotated literature used in each of the eight broad areas of life experiences chosen for study;" (2) discussion of writer's strategy in counseling individual students; and (3) 5 specific "examples" of how students were given guidance through dramatics.

Schoen, Kathryn Tucker. "Development and Refinement of Objective Test Questions for a Basic High School Drama Course." Unpublished Master of Arts thesis, 1962. Text 46 pp.; bibliography 2 pp.; appendix 8 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: ". . . (1) to accept as minimum content for a basic high school drama course the recommended outlines of study such as the Konisberg or American Educational Theatre Association . . . , (2) to discover to what extent the content being taught is meeting the scope of the outlined courses of study recommended by recognized authorities such as the American Educational Theatre Association, . . . (3) to establish how it can be measured objectively, (4) to present an instrument which could effectively measure this content in an objective-type test in the field of basic high school drama, (5) to develop and refine a collection of test items to be used as a guide for the construction of tests in this area, and (6) to present an instrument which would be suitable for hand or machine scoring."

Methods: "Basic high school drama course" is defined as a course "concerned with such elements as history of the theatre, interpretation, techniques, acting, dramatic criticism, types of plays, play structure, and play production." Criteria on content for the course is determined through examination of recommendations of recognized authorities

such as those named in the purpose, and examination of high school speech and drama textbooks and books "concerned with the various areas of drama." Two objective tests, covering the criteria, are presented--one is true-false and the other is multiple choice. Discussion is presented on how the tests were developed and refined; and how they were then administered to 23 groups of students in 12 Ohio high schools during 1961-62. The groups tested were from various sizes of high schools and had varied backgrounds in basic drama training. Results of the testing are discussed in terms of the "validity and reliability of the test items," and in terms of how well the criteria for basic knowledge of drama was being fulfilled in the groups tested.

Features: Multiple choice test is comprised of 93 items; true-false test is comprised of 121 items. Appendix includes a glossary of 112 theatre and drama terms.

Shanower, Donald Thomas. "A Survey of Theatre Activity in High Schools, Colleges, and Little Theatres in the State of Ohio." Unpublished Master of Arts thesis, 1949. Text 98 pp.; appendix 3 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Kent State University Library, Kent State University, Kent, Ohio.

Purpose: ". . . to survey current theatre activity in high schools, colleges, and little theatres in the state of Ohio."

Methods: Survey, conducted through questionnaire method, investigates "needs, practices, and facilities" existing in each of the three areas. Regarding high schools, results are based on response from 335 senior high schools having enrollments of one hundred or more. High school facilities refer to size and condition of auditorium and stage. High school practices consider such items as: number of speech and drama courses taught; number of annual productions, and how they are rehearsed and presented; how budget is obtained; how many schools are members of a drama society.

Features: Needs of high schools are evaluated on basis of surveyed facilities and practices as well as on specific comments from those teachers "directly responsible for theatre activity in the high schools."

Stevens, Harold K. "A Survey of Drama Curriculums, Programs and Facilities in Washington Colleges and High Schools." Unpublished Doctor of Philosophy dissertation, 1955. Text 276 pp.; bibliography 4 pp.; appendix 3 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . (1) to determine the adequacy of the present teacher-training programs in the field of drama in the state institutions of Washington, (2) to evaluate the drama curriculums, programs and facilities in the secondary schools of the state, and (3) to make certain recommendations for the improvement of the factors involved in (1) and (2)."

Methods: Information regarding teacher-training programs in the field of drama was obtained through examination "of catalogs and other printed materials" from the 14 institutions in the state of Washington that were "qualified to train teachers." The dramatic arts curriculum in each of the institutions is described and analyzed. Information regarding drama programs in Washington state high schools was obtained through questionnaire survey. Response was received from 195 schools, each having "an enrollment of more than fifty students." Survey investigated the following factors: tenure of all teachers in the school, Washington state college or university where teachers graduated, tenure and qualifications of speech arts teacher; "regularity, sponsorship, academic status, and method of financing dramatic productions;" maximum credits allowed for dramatic courses, types of speech and dramatic courses offered, how dramatics was incorporated with other subjects, type of speech arts activity included in English program; type and condition of auditorium, stage, costume, and construction facilities; extent and adequacy of library materials for dramatic literature, lighting and sound equipment, costumes, make-up, scene design and construction, directing, production, film-arts, acting and actors, music, opera and operetta, playwriting, voice and interpretation. Factors in survey are analyzed according to the following classifications of schools: consolidated, city, rural, and private.

Features: Information regarding both the college and high school programs are tabulated as well as discussed in text.

Taylor, Sally T. "The Use of Experimental Theatre in the Secondary Schools of Utah." Unpublished Master of Arts thesis, 1964. Text 66 pp.; bibliography 2 pp. Manuscript available on inter-library loan: Brigham Young University Library, Brigham Young University, Provo, Utah.

Purpose: ". . . to discover if there is a need or a use for the study and production of experimental theatre in the secondary school."

Methods: "Experimental theatre" is defined to include "types of theatre production commonly called by such names as Expressionism, Constructivism, Epic, Surrealism, Dadaism and also . . . plays using unrealistic scenery, costuming, makeup or dialogue." Experimental theatre in the secondary school is examined in 3 ways: (1) analysis of questionnaire response from 31 dramatic arts and speech teachers in Utah; (2) analysis of the writer's personal interviews with 4 of the teachers; (3) "description and analysis of an experimental play produced at Provo High School in 1963." Questionnaire survey was conducted early in 1964 and investigated the following areas: teacher's academic training in experimental theatre, number of plays produced per year in each school, extent to which experimental theatre was taught and/or produced in each school, teacher's "reaction to the production of experimental theatre in the high school." Areas investigated in interviews with teachers who had produced experimental plays included: (1) choice of play--titles of plays produced, reasons for choosing to produce them, teachers' suggestions as to "other good choices of experimental plays for the secondary school;" (2) explanation of the play--amount of time spent analyzing the play and theory of experimental theatre; (3) attitudes of cast and audience toward experimental productions; (4) discipline--comparison of cast discipline in experimental productions to discipline "in more realistic productions;" (5) learning--comparison of students' learning experience in experimental productions to that of realistic productions; (6) rehearsal time--comparison of amount of time spent on experimental productions to that spent on realistic productions. The experimental play, produced at Provo High School and directed by writer, was The Ghost Sonata by August Strindberg. The production is described and analyzed according to the following: plot, costuming, makeup, reasons for choosing the play, problems of the production, reactions of cast, crew and audience.

Features: Text also includes a "brief history of experimental theatre." a listing of the arguments for and against producing experimental theatre on the secondary level, and pictures of writer's production of The Ghost Sonata.

Weisman, Helen T. "Dramatics in the Development of the Child and Adolescent." Unpublished Master of Arts thesis, 1964. Text 113 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Abbot Memorial Library, Emerson College, Boston, Massachusetts.

Purpose: ". . . to stress the important role dramatics can play in the development of the personality when it is handled by a dramatics teacher or leader who understands the emotional needs of the child and adolescent and therefore

creates activities and exercises to satisfy these needs."

Methods: Study deals with developmental dramatics, "the author's original concept of a dramatics program designed entirely for the purpose of developing the individual." It is concerned with the age groups 6 through 16. Initial consideration emphasizes the value of using dramatics to help a child satisfy the need to communicate and the need to express and develop creative potential. Developmental dramatics is then described in terms of its contributions to the following areas of child development: emotional, social, cultural and intellectual, personality, creative, and talent. A chapter devoted to the teacher's role in the program emphasizes the necessity for the teacher's understanding of "the interests and needs of the youths with whom she will be working." The "tools" of the program--the dramatics activities--are discussed in terms of their goals and nature, how they can be adapted to various age groups and various needs, and how they provide opportunities in group and individual development. These activities include: creative dramatics, role-playing, pantomime, voice technique, introduction to theater arts, and performance. The dynamics of developmental dramatics are illustrated through discussion of "vital stages in the growth of the child and adolescent" between the ages of 6 to 16. Within discussion of distinguishing characteristics and developmental trends of each stage of growth, writer suggests pertinent activities and exercises in dramatics.

Features: Selected bibliographies on creative dramatics and role-playing, voice technique, and theater arts are included in the text and follow the discussions of each area.

White, Stanley James. "A Study of Present Practices and Administrative Attitudes Toward the Drama Programs of Selected Michigan High Schools." Unpublished Master of Arts thesis, 1951. Text 45 pp.; bibliography 1 p.; appendix 12 pp. Manuscript available on inter-library loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: ". . . (1) to investigate present practices in the presentation of high school plays in the State of Michigan; and (2) to discover administrative attitudes toward such practices and toward the students and teachers engaged in them, as revealed through a questionnaire study."

Methods: Study is based on questionnaire survey of administrators in 287 Michigan high schools. Specific factors investigated in the survey include: administrators' opinions on the purposes that their drama programs are fulfilling and on the ideal purposes of a drama program, current prac-

tices in play casting, use of profits from plays, use of school budget for stage equipment and supplies, administrators' attitudes toward evaluation of their schools' plays by "qualified critics or technical advisers," number of teachers responsible for direction of a play, formal dramatic training and practical experience of play directors, persons responsible for construction, painting and lighting of stage settings, attitudes of faculty and staff toward play productions, extent and nature of dramatic clubs, persons responsible for play selection and criteria for play selection, amount of royalties "customarily" paid for 3-act plays, extent of additional compensation to directors of plays, reactions of community to play production, titles of plays produced which received favorable and unfavorable comments and nature of unfavorable comments. Response to each factor in survey is statistically summarized, and then analyzed, according to size and classification of the schools.

Features: Appendix contains specific comments by administrators regarding their schools' drama programs.

Winship, Frank Loren. "The Development of Educational Theatre in Texas." Unpublished Doctor of Education dissertation, 1953. Preface iii pp.; text 312 pp.; appendix 1 p.; bibliography 18 pp. Manuscript available on interlibrary loan: University of Texas Library, University of Texas, Austin, Texas.

Purpose: ". . . to trace the growth and development of educational theatre in the senior colleges and universities, the junior colleges, and in the secondary schools of Texas."

Methods: A secondary purpose is "to show how and why" drama "has become an integral part of the curricular and student activity programs of the vast majority of public schools and colleges" in the United States. The historical background of educational theatre is included. Drama in Texas senior and junior colleges is investigated through description of the growth and development of educational theatre programs in each of the schools. Description is based on examination of each school's files of bulletins and catalogues. Development of drama in Texas high schools is examined through 3 types of studies: (1) a questionnaire survey of 528 administrators to determine the status of high school dramatics during 1949-50; (2) examination of records of Texas Interscholastic League State One-Act Play Contest to determine nature and extent of participation from 1927 to 1952; (3) examination of school directories of State Department of Education and Texas Education Agency in

order to prepare a "listing of each high school in the state for the 1940-41 and 1950-51 academic years with reference to its scholastic population and the number of units of public speaking which were offered in each school." Questionnaire survey investigated the following factors regarding the 528 schools: number of schools offering courses in which dramatics is taught; number of schools producing one-act and three-act plays; play directors with a major in dramatics; administrators who would hire qualified drama directors if available; administrators stating dramatics should be taught in curriculum, used only as a cocurricular activity, or as both; administrators stating there should be no dramatics in the schools; administrators who have directed a school play; administrators who have coached high school athletic teams.

Features: Some of the information regarding college and high school theatre programs is tabulated as well as discussed in text.

Yates, Janie B. "Dramatic Art in the Secondary Schools of North Carolina." Unpublished Master of Arts thesis, 1963. Text 50 pp.; appendix 20 pp.; bibliography 4 pp. Written at University of North Carolina; microfilm copy available on purchase from: Photographic Service, University of North Carolina Library, Chapel Hill, North Carolina. Cost: \$4.00 plus postage.

Purpose: Purpose seems to be to develop a course in dramatic art for the secondary schools of North Carolina.

Methods: First major consideration deals with "the history of the development of dramatic art in the schools of North Carolina for the past forty years;" in which, writer briefly discusses development of both curricular and extra-curricular dramatic art. Secondly, writer discusses the general "aims and values of teaching dramatic art in the high school." Third major consideration contains "a typical course of study" which was "organized from suggestions and ideas of dramatics teachers throughout North Carolina." Course is "designed for juniors and seniors" for a 36 week period; it contains outlines for the following units: "Appreciating the Drama," "Understanding the three media: the living theatre, movies, and radio-TV," "Analyzing drama," "History of drama," "Interpreting the drama," "Production," and "Playwriting." Following outline of units is a bibliography "for teachers to use in preparation for this course of study." Final major consideration contains discussion of characteristics of "a typical dramatics club;" herein, "a hypothetical situation is used showing a 'typical' club taken from a compilation of different clubs."

Features: Appendix includes "two other courses of study which have been successfully taught," and tables showing the growth of dramatic art in North Carolina schools from 1929 to 1960.

III. PLAY SELECTION

This section contains all those studies in which the primary concern is the selection of plays for the secondary level.

Ballet, Arthur H. "An Analysis of Value Judgments in Selected Secondary School Plays." Unpublished Doctor of Philosophy thesis, 1953. Text 231 pp.; appendix 389 pp.; bibliography 3 pp. Written at University of Minnesota; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$8.00 plus postage.

Purpose: "It has been assumed that the plays selected for study contain assumptions in a number of behavioral areas including society, religion, psychology, economics, and culture. It will be part of the purpose of this study to indicate what some of these assumptions are and to validify [sic] their presence in the plays.

"Further, it will be the purpose of this study to question a limited number of high school students, parents, and faculty members in order to determine their opinion of the truth of the assumptions and the acceptability of the assumptions on the secondary school stage."

Methods: Writer also assumes that: (1) "the theatre influences the audience which sees the play performed;" and (2) "people will reject isolated, explicitly stated propositions which they accept in the play situation on the stage." Writer selected 9 of "the ten plays listed by Dramatics Magazine . . . as the most produced plays during the academic year 1950-1951 in the secondary schools having Thespian Troupes."* Through examination of these plays, writer developed a list of statements which he felt represented "basic assumptions, ideas, or attitudes which underly the character, theme, and/or plot motivations in the plays." This list was developed on the premise that "the playwright, in constructing a drama, implicitly or explicitly must make certain assumptions or have certain attitudes and ideas about how people behave and the reasons for that behavior." The list of statements was subjected to a 3-step semantic check in order that its final form "would be seman-

tically clear to most senior high school students regardless of academic ability;" it was also checked by "nine qualified judges" ("chosen on the basis of academic work in drama and actual experience in play production"), each of whom read one of the 9 plays and checked the statements which he felt applied to that play. Those statements which both the judges and the writer felt represented attitudes present in the plays were developed into a 126 item questionnaire which was submitted to the following groups "in two metropolitan Minneapolis secondary schools:" (1) students in grades 10, 11, 12; (2) parents of students in the 3 grades; and (3) teachers of the schools. These groups were considered to be "a large part of the audience which attends most high school play productions;" 465 individuals from these groups responded to the questionnaire. On the questionnaire, each person indicated the degree to which he felt each of the 126 items (statements) was true and the degree to which he felt each was "acceptable for presentation on the high school stage in a play acted by high school students." Text of study contains discussion on the construction and administration of the questionnaire, a "statistical report" on the response to each item, and analysis of the response.

Features: Appendix contains extensive tabulations of "numerical responses for each group," and "numerical responses and percentages for combined grade levels."

* The 9 plays were: Men Are Like Streetcars, Our Hearts Were Young and Gay, Seventeenth Summer, Meet Me In St. Louis, Our Miss Brooks, Mother Is A Freshman, One Foot In Heaven, We Shook The Family Tree, Cheaper By The Dozen.

Briggs, Albert Lynn. "A Survey of Content Problems in High School Play Selection." Unpublished Master of Arts thesis, 1961. Text 37 pp.; bibliography 1 p.; appendix 5 pp. Manuscript available on interlibrary loan (non-circulating during summer months); Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: To determine "the more objectionable content problems in the selection of high school plays as stated by directors."

Methods: Study is based on questionnaire survey of 206 high school directors who held membership in the Ohio High School Speech League. Survey investigates the degree to which the directors would eliminate or edit any play containing references to smoking, drinking, swearing, race, religion, pre-marital or extra-marital relations, prolonged or heavy

love making, assault action, nudity and semi-nudity, off stage or out-of-sight sound effects or dialogue referring to sex and pregnancy, socio-political implications, and mental health. Results of survey are discussed according to the reactions of directors in rural and urban schools, and according to the directors' attitudes toward the above references as presented in comedy or farce and in drama or tragedy. Survey also indicated the degree of school and community "audience support" of the represented schools' theatre programs in the urban and rural areas.

Features: Results of survey are tabulated as well as discussed in text. Also included in the study is a list of 43 plays which the responding directors "considered to be of the highest literary quality and educationally worthwhile."

Brown, Marice Collins. "A Selective List of Plays for High School Production, with Suggestions for Staging." Unpublished Master of Arts thesis, 1956. Text 145 pp.; bibliography 5 pp.; appendix 3 pp. Manuscript available on interlibrary loan: Mississippi Southern College Library, Mississippi Southern College, Hattiesburg, Mississippi.

Purpose: ". . . (1) to select a limited number of plays of acceptable dramatic and literary merit which appear suitable for high school production and (2) to provide such suggestions for staging these plays as to encourage their more extensive use."

Methods: Study provides information and staging suggestions which are beyond those found in play catalogues and which could help "meet the needs of the average director" in selecting plays for high school production. It is initiated with discussion on how writer's criteria for selection of the plays was established, and on "the general thinking" regarding 5 elements of staging (stage facilities, casting, costuming, production costs, and censorship) which writer determined could present the most difficult problems to a high school director. Twenty plays, dating from 1890, were selected for the study. Each of the plays is discussed according to the following: (1) synopsis of plot; (2) reasons for selecting the play for high school production; and (3) general suggestions regarding stage facilities, casting, costuming, production costs, and editing and censorship.

Features: Appendix contains a list of play publishing houses, and "a listing of business houses dealing with theatrical equipment."

Donohue, Brother Shawn, C.F.X. "An Examination of the Problem of Play Selection in the Secondary School for All Boys and an Indication of a Partial Solution to be Found in the Greek and Roman Periods." Unpublished Master of Arts dissertation, 1964. Text 79 pp.; appendix 8 pp.; bibliography 5 pp. Microfilm copy available on inter-library loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . to examine and explore the problem that play selection presents to the director in the all boys' high school."

Methods: Study is introduced with "a general statement of the philosophy and aims of high school educational theatre." First major consideration deals with the present status of play selection in the high school, which is determined by analysis of: (1) published articles on the subject; (2) letters from representatives of 3 play publishing firms; and (3) reports of play production activity as found in publications by The National Thespian Society, The American Educational Theatre Association, and The National Catholic Theatre Conference. Second major consideration deals specifically with play selection in all boys schools--directors considerations regarding casting; extent, subject matter and quality of available 3-act plays with all-male casts; current play production practices in 38% of 130 boys schools which responded to writer's questionnaire survey. Third major consideration contains writer's analysis of plays from the Greek and Roman periods. "The selection of these periods is predicated on the principle that should an examination uncover any plays suitable for production in a boys' school, other periods of theatrical history might be examined in like manner." The extant plays of Aeschylus, Sophocles, Euripedes, Aristophanes, Menander, Plautus, and Terence are analyzed according to plots and characters. Included in this analysis are writer's suggestions regarding the plays best suited and those which could possibly be adapted for production in an all boys school, and his suggestions regarding the considerations with which a director would have to deal if he chose to produce any of the plays.

Features: Included in the appendix are: a bibliography of sources for one-act plays for all-male casts, and a table indicating titles, number of male and female characters, and sources for plays which could possibly be adapted to all-male casts.

Draper, Walter Headen. "An Evaluation of Play Selection in Thirty Illinois High Schools, 1949-1950." Unpublished Master of Arts thesis, 1951. Text 60 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: University of Illinois Library, University of Illinois, Urbana, Illinois.

Purpose: ". . . to take a tentative measure of the educational success of dramatic productions in our high schools."

Methods: Study involves an evaluation of the "selection of the plays produced by a sample group of thirty Illinois high schools, large and small, in the school year 1949-1950." Evaluation of play selection is based on an 8-point criteria evolved from "the best criteria set up by writers on the subject of play selection" from 1920-1950. Writers whose criteria are specifically presented and evaluated include: Gertrude Johnson, Milton Smith, Roy Mitchell, Rose B. Johnson, Katherine Anne Ommanney, Ernest Bavelly, F. Loren Winship, and Roberta D. Sheets. Fifty-one plays, which the directors of the 30 Illinois schools indicated were produced during 1949-50, were read and evaluated by the writer according to his established criteria. Evaluations of all 51 plays are presented in tables which also include information on: school enrollment, name and type of play, and distribution of male and female roles in the cast.

Features: Interpretations of writer's findings regarding high school play selection are discussed in text and presented in tables and graphs. Characteristics of play selection are discussed in regard to small schools (under 300 enrollment) and large schools (over 300 enrollment).

Dupre, Donald Frederick. "A Justification of Contemporary Plays of Established Educational Merit for the High School Stage." Unpublished Master of Arts thesis, 1960. Text 61 pp.; bibliography 3 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: ". . . to justify contemporary plays of established educational merit for the high school theatre, and to investigate the practicability of five definite plays."

Methods: Specific objectives are: "to examine the present level of the high school curriculum content; to show that contemporary masterpieces do meet the aims [of secondary theatre], including a script analysis of five definite plays of this caliber; and to evaluate an actual high school production of one of the plays analyzed." Contents of the following courses are examined in order to determine their "level of understanding and appreciation"

by students: history, science, art, music, English, and dramatics. Characteristics of two classifications of plays, "amateur" and "modern standard" (defined to include "contemporary masterpieces"), are discussed to show that "modern standard" plays best meet the aims of drama in the secondary school. Five scripts were chosen for analysis "in the belief that they are not usually considered as high school material, yet are acceptable and will improve the high school drama program;" they are Inherit the Wind, The Winslow Boy, Pygmalion, The Little Foxes, and Death of a Salesman. For each script, writer proposes an analysis according to the Aristotelian concepts of plot, character, diction and thought;" and he discusses how the script meets established play selection standards, and how it could be edited "to make the play suitable for the high school audience." Evaluation of a 1959 high school production of Inherit the Wind is based on questionnaire response from 436 high school students who attended the production. Questionnaire was designed "to determine the students' level of appreciation and understanding of the play." Response to the questionnaire is evaluated as well as reactions to the play by the administration, and the community in which it was presented.

Features: The type of high school considered in this study is one "where there is a qualified dramatics teacher, where dramatics is well established in the curriculum, and where there is evident achievement of contemporary educational aims in other areas of the school."

Elkind, Samuel. "High School Drama as Self-Discovery." Unpublished Doctor of Education study, 1963. Text 185 pp.; appendix 59 pp.; bibliography 11 pp. Written at Columbia University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$3.40 plus postage.

Purpose: ". . . to study plays most frequently produced in high schools throughout the United States in order to examine the relationship between play selection and the psychological needs of youth."

Methods: Study is based on concern with "the behavior of adolescents who are of high school age--fourteen to eighteen years of age--and who are in the ninth, tenth, eleventh, and twelfth grades." From a study of literature on adolescence and adolescent psychology, writer selected and describes 8 psychological needs "common to most adolescents." From investigation of records of the National Thespian Society, writer determines what were the 20 most frequently produced plays in high schools from September, 1955, through June, 1958. Each of the

20 plays is analyzed in terms of its time, setting, characters, plot, and theme in order to establish the extent to which the play deals with or reflects each of the 8 psychological needs.

Features: Appendix includes "a description of the time, setting, principal male and female characters, and plot" of each of the 20 plays used in the study; and a list of 35 additional plays recommended by the writer.

Glasscock, Bettye Jane. "One-Act Plays for School Production: A Study of One-Act Plays by Selected Authors." Unpublished Master of Arts thesis, 1954. Introduction vii pp.; text 245 pp.; bibliography 8 pp. Manuscript available on interlibrary loan: Hill Memorial Library, Louisiana State University, Baton Rouge, Louisiana.

Purpose: Purpose seems to be to provide "an informational and critical catalogue of one-act plays by established authors designed to aid directors in choosing and locating one-act plays for college and high school production."

Methods: A one-act play is defined as "a play whose playing time runs from five to about forty-five minutes." Writer selected 294 plays by 54 authors. Major bases for selection were: (1) to choose authors "who appeared (through observation and through the opinions of critics) to be of the highest quality and whose plays appeared to be best suited to educational production;" and (2) to choose one-act plays by these authors which were "available at the Louisiana State Library, the Louisiana State University Library, or at the Department of Speech of Louisiana State University." Thus, all plays in the study "can be readily obtained by anyone in Louisiana through Interlibrary Loan;" and they are available to people outside Louisiana since "the majority of them appear in standard volumes." Text of study contains the informational catalogue of the 294 plays. Each play, listed under the name of its respective author, is described according to the following items: "the type of play; the number of characters and a list of characters; information about sets, costumes, and make-up; a plot summary; comments on the play and minor production suggestions; and the whereabouts of the play." The catalogue is divided into chapters according to authors of America, Britain, Ireland, and miscellaneous countries.

Features: Since writer believes that "the director must be the one to decide which plays are appropriate to his group," she does not designate the plays for high school or college production. She does, however, frequently comment on the level of acting required for specific plays.

Kearns, William Gallatin. "A Study of the Three-Act Plays Produced in Selected West Virginia High Schools in 1953-54." Unpublished Master of Arts thesis, 1955. Text 69 pp.; bibliography 2 pp.; appendix 15 pp. Manuscript available on interlibrary loan: Edwin Watts Chubb Library, Ohio University, Athens, Ohio.

Purpose: ". . . to survey the three-act plays produced in the high schools of West Virginia during the 1953-54 school year in order to:

1. Compile a list of plays produced during that period.
2. Study some of the factors influencing the selection of plays for production."

Methods: A secondary purpose of the study is to compare the plays most frequently produced by member schools of the National Thespian Society throughout the United States with those of the member and non-member schools of West Virginia in order to determine if West Virginia schools are following a national trend in play production. Study is based on questionnaire method and limited to those West Virginia high schools which indicated that speech and/or dramatics training was being offered as an accredited course or was only an extra-curricular activity. Play directors in 95 of these schools responded to the questionnaire which was organized to reveal 5 general types of information: (1) titles of each school's three-act play productions during 1953-54 together with name of sponsor or sponsoring organization, cost, income, and size of audience; (2) director's evaluation of the plays in terms of audience popularity, educational value to students, ease of production, and literary and dramatic value; (3) factors influencing choice of plays; (4) preparation, experience and teaching responsibilities of directors; (5) facilities and equipment available for play production. Sources for information on the secondary purpose are: (1) information submitted on the questionnaires; (2) "Summary of the 1953-54 Thespian Season," Dramatics, (October, 1954) and "Fourteen Year Summary of Plays Produced by Thespian Troupes," Dramatics, (March, 1952).

Features: Introductory chapter summarizes 6 factors which most often influence choice of plays: type of play, experience of director, casting, royalty, stage facilities, and audience. Results of questionnaire survey are tabulated as well as discussed in text.

Kempe, Evelyn Jean. "An Analysis of the Drama Loan Service at the University of Alabama, 1949-50." Unpublished Master of Arts thesis, 1951. Text 77 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: Main Library, University of Alabama, University, Alabama.

Purpose: " . . . to explain in detail how the University of Alabama Drama Loan Service operates, to analyze the records which have been kept, and to compare the requests for plays received by the Drama Loan Service with the plays actually used by the directors requesting the service."

Methods: Study includes: (1) history and current operation of loan service; (2) analysis of correspondence received by the loan service in regard to those letters which requested specific plays and those which left play selection to the librarian; (3) analysis to determine the nature of the plays produced in high schools using the loan service. Analysis regarding high schools is based on questionnaire sent to schools using drama loan service. Analyses of plays requested and plays produced by high schools are compared.

Features: Some of the considerations which are also illustrated in tables are: size of schools using loan service; publishers of most-requested plays, 1949-50; royalties of most-requested plays; kinds of plays reported used for high school production; publishing companies of plays reported used for high school production; number of acts in high school plays reported as produced; royalties of plays reported used for high school production.

Kinnie, Jean Carol. "A Study of the Standards for the Choice of Plays Used by Nebraska High School and College Drama Directors." Unpublished Master of Arts thesis, 1953. Text 125 pp.; bibliography 2 pp.; appendix 8 pp. Manuscript available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: " . . . to evaluate the standards by which Nebraska drama directors choose plays for production by,

1. Determining what the approved standards of play selection are.
2. Discovering what standards of play selection are now in use.
3. Discovering what standards are followed by publishers in choosing manuscripts.
4. Formulating a list of the plays done in the past three years by Nebraska high schools.
5. Evaluation of the plays listed."

Methods: Approved standards of play selection are determined through examination of related textbooks, articles, and other documents. Questionnaire survey is used to determine what standards of play selection are followed by play publishers and by Nebraska college and high school directors. Seven major drama publishers and directors

in 229 high schools and 18 colleges responded to the survey. Questionnaires to high school and college directors surveyed the following factors concerning one-act and three-act plays they had produced: (1) reasons for choice of script; (2) amount of royalty paid; (3) size of cast; (4) audience and student preferences in regard to types of productions; (5) person or persons authorized to choose scripts; (6) extent and nature of administration "taboos" on choice of script. Results of high school survey are considered according to school enrollment classifications. Results of college and high school surveys of the 6 factors are compared. Questionnaire sent to publishers surveyed their reasons for choice of manuscripts and the types of scripts they preferred. Results of this survey "are used only to suggest a relationship to the standards of the individual director." A list of plays produced in Nebraska high schools and colleges from 1950 to 1953 is compiled from response to questionnaires; and is then compared to the recommended play lists of Katherine and Pierce Ommanney and also of N. Edd Miller, University of Michigan.

Features: Results of surveys are tabulated as well as discussed in text according to one-act and three-act plays. The listing of high school and college productions over a 3 year period also indicates how many of the plays "have known literary or Broadway backgrounds;" the number of times each play "was recommended by Nebraska directors;" and the availability of the play scripts through the University of Nebraska Play Library Loan Service.

Linnabary, Ivan Bennett. "An Analysis of Plays Demonstrating the Use of Plot Problems as a Device for Play Selection and Dramatic Instruction." Unpublished Master of Arts thesis, 1962. Text 93 pp.; bibliography 4 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: ". . . to select a representative number of plays from the works of well known playwrights [sic] of Western civilization" and to organize their "problems and themes into a guide which can be used by high school drama teachers and their students as a device for play selection and dramatic instruction."

Methods: Selection of plays is based on "the writer's choice from all the plays read;" and interpretation of their related problems and themes is based on writer's "personal analysis." The plays are classified according to 3 major themes: man's relation to his social order, man's relation to man, and man's relationship to God. Plays classified under the theme of man's relation to his social order

are analyzed according to how they depict the problems regarding: (1) the nature of justice, (2) the features of a responsible public servant, and (3) how mistakes are corrected. Plays classified under the theme of man's relation to man are analyzed according to the following problems: (1) the relationship of mankind to love and sex, (2) the relationship of parent and child, and (3) the different social levels of mankind. Plays classified under the theme of man's relationship to God are analyzed according to the problems of: (1) the nature of man's basic goals, (2) the destiny of mankind, (3) the nature of man's resistance to the inevitable, and (4) the relationship of the soul of man to eternity. The problem analyzed in each play is not necessarily identified as a major or minor problem. The plays used for analysis are: Hamlet, Bury the Dead, The Little Foxes, Sophocles' Antigone, The Inspector General, Inherit the Wind, The Emperor Jones, The Wild Duck, Home of the Brave, Julius Caesar, Street Scene, They Knew What They Wanted, Desire Under the Elms, The Women, The Member of the Wedding, All My Sons, The Childrens Hour, Miss Julie, Dead End, A Doll's House, Patrified Forest, Rainmaker, Oedipus the King, Our Town, The Master Builder, The Glass Menagerie, Candida, Green Pastures, The Tragical History of Dr. Faustus, Everyman, The Great Divide.

Features: Some plays are analyzed according to their representation of more than one problem. Frequently dialogue from the play is presented to illustrate the problem being analyzed. Following analysis of each problem is a list of additional plays which the teacher or student could refer to "for further evidence and greater understanding of the problem."

Lorenzini, August P. "An Analysis of Twenty High School Plays from the Standpoint of Their Possible Contribution to Human Relations." Unpublished Master of Arts thesis, 1950. Text 46 pp.; bibliography 3 pp.; appendix 2 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: " . . . to analyze twenty frequently produced high school plays from the standpoint of their possible contributions to the area of human relations."

Methods: Plays used in the study were selected from a list produced by a 1949 AETA special committee which conducted a survey among high school directors to discover their choice of plays. Analysis is made on the basis of 8 aspects of social living: patterns of family life, community contrast, economic differences, differences between generations, adjustments to new places and situa-

tions, group membership, experiences of acceptance and rejection, and stereotypical thinking in regard to members of minority and ethnic groups. Analysis of each play contains a brief description of plot followed by discussion of the play's "aspects of social living."

Features: Study includes a brief chapter describing similar studies of human relations in drama.

Matthews, Rev. Francis Joseph. "A Critical Analysis and Evaluation of Plays for Catholic Secondary Schools." Unpublished Master of Arts essay, 1953. Text 53 pp.; bibliography 3 pp.; appendix 4 pp. Manuscript available on interlibrary loan: St. Louis University Library, St. Louis University, St. Louis, Missouri.

Purpose: ". . . to present a list of one-act plays which are believed to be acceptable morally to the Church and, at the same time, dramatically to the stage."

Methods: Study deals with analysis of 35 one-act plays "which conform to two criteria: those set up by the Church with regard to her moral code; and the universal standards for a good one-act play." Discussion of writer's formulation of criteria precedes analysis of the plays. Analysis of each play includes the following information: "title and author of the play, the number and sex of the characters, a list of the characters, a short summary of the plot, the audience appeal, difficulties of staging, and the conditions for production."

Features: Appendix contains: (1) list of 15 additional one-act plays which writer examined and found unacceptable according to his criteria; and (2) list of sources for the 35 acceptable plays.

Roberts, Joseph. "A Survey of Full Evening Plays Presented by Selected California High Schools During 1953-1954." Unpublished Master of Arts project, 1956. Text 45 pp.; bibliography 1 p.; appendix 4 pp. Manuscript available on interlibrary loan: San Jose State College Library, San Jose State College, San Jose, California.

Purpose: ". . . (1) to inquire into the number and types of full evening plays presented by selected high schools in California during the school year 1953-1954; (2) to ascertain the methods used to choose plays; (3) to discover problems encountered in selecting plays; and (4) to formulate a list, based on the experience and knowledge of high school directors of plays, of full evening plays presentable and worth presenting on the secondary level."

Methods: "Full evening plays" are defined as those which are presented for an audience and "comprise a full evening's entertainment"--from 2 to 5 acts in length. Project is based on questionnaire survey of 182 California high schools. The 158 different plays produced by these schools are tabulated according to: name of play, type (comedy, drama, etc.), publisher, total number of productions, number of productions by schools with enrollment under 500, and number of productions by schools with enrollment over 500. Also listed are titles of most frequently produced plays and number of full evening productions the schools presented during 1953-1954. Directors' methods of play selection and their problems in play selection are each discussed according to 4 classifications. The plays recommended by directors total 128 and they are tabulated according to: name, type, publisher, and number of recommendations.

Features: Appendix includes the "criteria for play selection approved by The Southern California Committee of the American Educational Theatre Association . . . as an example of one criteria that has been agreed upon by a group of California high school drama teachers."

Ross, Marie Ann. "The Effect of Censorship Upon the Quality of High School Plays." Unpublished Master of Arts thesis, 1964. Text 35 pp.; bibliography 1 p.; appendix 17 pp. Manuscript available on interlibrary loan: University of Oklahoma Library, University of Oklahoma, Norman, Oklahoma.

Purpose: ". . . to discover to what extent quality plays, written by established, creative playwrights, are not acceptable for high school production because of generally accepted moral standards."

Methods: Sources of information for the investigation are: (1) letters from 31 universities and colleges in the United States which sponsor speech and dramatic tournaments; (2) personal interviews with school administrators, ministers, and professors of psychology and philosophy in or near Norman, Oklahoma. Letters--from university drama department chairmen and directors of dramatic tournaments who responded to writer's request for "any pertinent information concerning censorship in university- or state-sponsored contests"--are analyzed to determine the extent and nature of contest censorship. Interviews conducted with "six school administrators, three clergymen, a professor of philosophy, and a professor of adolescent psychology" are discussed in order to indicate contemporary attitudes toward censorship in high school productions. The interviews concentrated on the 5 subjects which frequently cause "adverse reactions in the

community" when portrayed on stage: drinking, smoking, love scenes, vulgar or profane language, and situations involving triangle affairs, promiscuous relationships and representations of pregnancy. Based on the results of the interviews, "ten Pulitzer Prize-winning plays of alternate years during the last twenty years" are evaluated according to the 5 subjects in order to determine their suitability or adaptability for high school production.

Features: Recognizing that attitudes vary according to types of communities, writer attempts "to show only general reasons for censorship." Appendix contains quotations from letters received from colleges and universities; and summaries of the specific attitudes of each of the persons interviewed.

Smith, Nathan C. "A Study of the Dramatic Production Activity in High Schools in Utah to Determine to What Extent Plays of High Literary and Dramatic Value Are Being Produced." Unpublished Master of Arts thesis, 1963. Text 47 pp.; appendix 30 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Brigham Young University Library, Brigham Young University, Provo, Utah.

Purpose: "(1) To discover what plays were produced in Utah high schools during the two school years 1959-60 and 1960-61, the costs involved in these productions, profit or loss realized from them and the disposition of this profit. (2) To discover the reasons for the choice of these plays. (3) To determine if graduates from particular institutions tend to produce the same kind of plays. (4) To determine if the type of play produced has any significance in regard to audience size. (5) To discover if plays are produced by a central drama department or by other organizations. (6) To discover if student and audience interest is greater in plays of high literary and dramatic value."

Methods: Study is based on results from a questionnaire survey of 48 drama directors of the public and private high schools in Utah. High schools represented in the survey are grouped into classifications based on enrollment; and characteristics of their drama activities are considered both according to their grouping as well as according to a state average. From data gathered on the 6 points of the stated purpose, conclusions are drawn and recommendations and proposals are presented. It is not within the scope of the study to prove hypotheses of these 6 points by statistical presentations.

Features: Data is presented in text as well as tabulated. In addition to the 6 points stated in purpose, the study also

indicates how many of the drama directors in the various sizes of schools were speech majors in college. Appendix includes 2 listings of titles of one-act and three-act plays produced in Utah high schools: first listing shows the types of plays produced by the various enrollment groupings and second listing indicates the types of plays produced by graduates of the same institutions of high education who were teaching in the state's high schools.

Stradinger, Rudy. "Recommended One-Act Plays for High School Use." Unpublished Master of Arts thesis, 1956. Text 107 pp.; selected references 2 pp. Manuscript available on interlibrary loan: University of Wyoming Library, University of Wyoming, Laramie, Wyoming.

Purpose: Purpose seems to be "to select a group of one-act plays that have enough value to justify their use in high schools."

Methods: Study is initiated with discussions on: the values which students receive from studying dramatics, the educational value of the one-act play, and the value of the one-act play festival. Secondly, writer discusses the basic structure of the one-act play, and the criteria he used in selecting the plays recommended in his study. Majority of text is devoted to annotations of 80 one-act plays which are classified as either farce, comedy, melodrama, or tragedy. Each annotation contains the following information: title, playwright, classification, summary of plot, number and age of characters, type of setting, time of play, royalty price, name of publisher, and comments by the writer regarding such factors as dramatic appeal, plot, theme, characterizations, and staging.

Features: A listing of the addresses of the represented publishers is provided at the end of the study.

Waack, William Lee. "Selection of American One-Act Plays for High School Production." Unpublished Master of Arts thesis, 1957. Text 104 pp.; appendix 46 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . (1) to formulate criteria by which to select plays to serve significantly objectives of secondary education; (2) to devise procedures by which these criteria can be applied in the selection of plays for production in the secondary school; and (3) to apply these criteria and procedures to the analysis of selected one-act plays."

Methods: In first major consideration, writer describes "two general educational objectives which he feels can be significantly applied when selecting a play for production in the secondary school." Herein, writer also describes 3 different, published sets of educational objectives from which he formulated his criteria of 2 "general" objectives. In second major consideration, writer discusses his selection of 33 plays from 144 American one-act "plays to be performed on the stage" as found in the Margaret Mayorga series, The Best One-Act Plays and The Best Short Plays, from 1937 to 1956. In this section of the study, writer also presents comparisons and contrasts of the 33 plays "in relation to type, theme, plot, characters, dialogue, and setting." The third major consideration contains writer's analysis of the 33 plays according to the criteria established earlier in the study.

Features: Appendix contains: (1) script of one of the 33 analyzed plays which includes marginal notes and "a summary of the writer's impressions of the play," illustrating writer's analysis according to his criteria; and (2) a listing of the 144 plays investigated by the writer. In this listing, writer provides information on each play regarding number of characters, setting, name of publisher, royalty, and comments on "dated plays and plays in which profanity, drinking, or sex may need to be considered by directors who are selecting plays for production by high school students."

Wattron, Frank Joseph, Jr. "A Descriptive Study of the Most Popular High School Plays in the United States Produced by Members of the National Thespian Society: 1938-1954." Unpublished Doctor of Philosophy dissertation, 1957. Text 204 pp.; bibliography 5 pp.; appendix 33 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: "The over-all objective was to shed light on high school play production through an analysis of the most popular plays."

Methods: Specifically, writer sought answers to the following questions:

1. What are the most popular plays produced in the high schools of the United States?
2. What are the most common types of plays produced in the high school theatre?
3. What play publishing houses and authors dominate the educational theatre field, and what are the average royalty costs per play?
4. What are the sources of the playbook stories, and how may they best be classified as to origin?

5. What are the common themes, structures, and plot situations found in the most popular plays?
6. What are the character requirements of the plays?
7. What production effects are required for these plays?
8. What are the most pronounced moral and social values found in the most-produced plays?"

From the "yearly Thespian rolls of the most produced plays," writer selected the 28 full-length plays "that had a total of at least 75 productions from 1938-1954." In 7 chapters, writer analyzes elements of the 28 plays which are relevant to the above questions.

Features: Appendix includes a synopsis of each of the 28 plays.

Westphal, Katherine. "An Analysis of Selected Plays Suitable for Production in High School and Junior College." Unpublished Master of Arts thesis, 1956. Text 84 pp.; bibliography 3 pp.; appendix 153 pp. Manuscript available on interlibrary loan; San Jose State College Library, San Jose State College, San Jose, California.

Purpose: Purpose seems to be to "partially . . . meet the needs of such a situation [where "there is no one on the faculty adequately prepared to handle the responsibilities" of play production] by supplying a selective list of suitable plays."

Methods: Study is concerned with "(1) evaluating the content of literature relative to the preparation of criteria for analyzing plays suitable for the high school and junior college levels; and (2) devising a selective list of plays based on these criteria." Study considers "plays suitable for production in the three years of high school and two years of junior college." It deals with information applicable to the faculty member who, though untrained and inexperienced in theatre arts, is "expected to assume the bewildering chore of selecting and producing the school play." First, writer discusses the purpose of a school play on the secondary level, and points out "the different specific objectives and methods of approach of the school with an organized drama department and the school which provides no formal study of drama." Second, writer discusses 8 factors which the director must consider when selecting a play. In third consideration, writer presents explanation of the criteria she used in the analysis of her "selective list of suitable plays" which is found in the appendix of the study, and she defines terms used in analysis. Final consideration in the text "consists of an explanation of the arrangement of the analysis as it appears in the appendix."

Features: Appendix contains writer's analysis of 75 full-length and 50 one-act plays. For each play, the following information is provided: title, playwright, publisher, date, collection in which it can be found, royalty, special effects, number of acts and scenes, number and type of sets, number in cast, period and style of costumes; and writer's analysis according to theme, plot, level, cast, style, literary quality, and values to participants and/or audience. Also included in appendix is a bibliography of the collections in which the plays can be found.

Other studies in this bibliography which deal with play selection are:

- Butzier, Kenneth Gardner. "An Evaluation of Technical Problems Encountered in a Period Revival at State College High School, Cedar Falls, Iowa, of Oliver Goldsmith's She Stoops to Conquer." (XII)*
- Cook, Joel Steven. "Technical Aspects of the Production of Musical Comedies in High School and College--Illustrated by Productions of Oklahoma! and Annie Get Your Gun." (XII)
- Hayes, Alice Margaret. "Critical Analyses of Selected One-Act Plays for Use in Junior High School." (IV)
- Lee, Lola Virginia. "Touring High School Shakespeare Company." (II)
- Losey, Jessie Louise. A Selected, Annotated List of One-Act Plays for Festival Use. (VII)
- Smith, Joyce S. "Rip Van Winkle in High School--Three Stages." (XII)

*Roman numeral refers to section of bibliography where the annotation of the study can be found.

IV. JUNIOR HIGH SCHOOL SPEECH AND DRAMA

This section contains all those studies which deal with the junior high school level--grades 7 to 9. It contains surveys of speech education as well as studies of theatre arts.

Carey, Grant Stuart. "The Production of a Junior High School Play." Unpublished Master of Arts project, 1952. Text 259 pp.; bibliography 1 p.; appendix 1 p. Manuscript available on interlibrary loan: Sacramento State College Library, Sacramento State College, Sacramento, California.

Purpose: ". . . to select, organize, and produce a three act play on the junior high school level, and to herein record the complete step-by-step development of the project."

Methods: The three act play which writer produced in 1952, using 8th and 9th grade students, was The Divine Flora by Florence Ryerson and Colin Clements. The record of the production's development is contained in the first 28 pages of text and includes discussions on the following: (1) benefits of play production for junior high school student actors and technicians; (2) criteria that a director may apply in selecting a junior high school play; (3) writer's philosophy on producing a junior high school play; (4) technical aspects of the writer's production--production costs, selection of script, selection of student actors and technicians; (5) staging of the play--set design and construction, rehearsals, set furnishings, costumes, make-up, and publicity; (6) evaluation of the performance. Included in the text is the production promptbook containing script, technical cues and interpretation notes.

Features: Also included in text are floor plans and a colored sketch of the set.

Cooper, Mary Evalyn Collie. "An Analysis of the Teaching of Speech on the Junior High School Level." Unpublished Master of Arts thesis, 1954. Preface ii pp.; text 90 pp.; appendix 12 pp.; bibliography

4 pp. Manuscript available on interlibrary loan (for use in library only): Texas Woman's University Library, Texas Woman's University, Denton, Texas.

Purpose: Purpose seems to be "to study the teaching of speech as it fits into the setting of the junior high school."

Methods: "Junior high school" is defined to include grades 7-9. Field of dramatics is considered within the general term, speech. First chapter deals with "the place of the junior high school in the educational system;" herein, writer investigates: definition, objectives and functions of the junior high school; needs and characteristics of the adolescent; methods of preparing the junior high school curriculum; and "general characteristics of the junior high school teacher." Second chapter deals with "the place of the speech course in the junior high school . . . in the light of the definition and functions of the school [sic], the needs of the adolescent that the junior high school serves, the requirements of an effective junior high school curriculum and junior high school teacher." In third chapter, writer investigates the objectives and offerings of junior high school speech when it is used: in the English program, as an extra-class activity, and as a class. In fourth chapter, writer presents analysis of 5 textbooks that are "published specifically for speech in the junior high school area." This analysis includes information on: areas of primary emphasis, grade levels at which they can be used, appeal to students, and types of practice materials and suggestions for motivation.

Features: Appendix includes: (1) a copy of the Charter for the Junior High School in Texas which may "be of value to the individual interested in the junior high school;" and (2) descriptions of speech offerings in 2 schools which "will give a sample picture of the speech possibilities as worked out by two schools in different situations."

Davis, George L. "A Dramatic Activities Manual for Use in the Primary, Intermediate, and Junior High Schools." Unpublished Master of Arts thesis, 1951. Text 150 pp.; bibliography 5 pp.; appendix 72 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to (1) justify the universal inclusion in the curriculum of dramatic activities in the light of their value to the child; (2) follow the development of the dramatic impulse and suggest dramatic activities that would best nurture it on its various levels; (3) provide an explanation of these dramatic activities; (4) supply

simple plans for the construction of production aids; and (5) provide a list of materials suitable for dramatic activities."

Methods: Activities considered are: creative dramatics, pantomime, radio, puppetry, shadow plays, choric verse, rhythms, improvisation to music, and feltograms. Consideration of end result--production of plays--is omitted because of emphasis on developing creative expression in the child. It is writer's opinion that more teachers, "those with greater limitations of background in play production, would attempt the classroom approach to drama if it were understood."

Features: Study is basically geared to primary and intermediate levels, but writer applies dramatic activities to various developmental levels and emphasizes "the importance of a choice of activity and materials most natural to each age." In dealing with junior high level, writer focuses attention on developing creative self-expression and play production. Study includes appendix of source materials for creative dramatics, radio script writing, feltograms, choric verse, puppetry, and shadow plays.

Donham, Nanette M. "The Adaptation of Children's Literature to Chamber Theatre." Unpublished Master of Arts thesis, 1961. Text 113 pp.; appendix 12 pp.; bibliography 2 pp. Microfilm copy available on interlibrary loan: Occidental College Library, Occidental College, Los Angeles, California.

Purpose: ". . . to evaluate the dramatic technique of chamber theatre and to reveal that this technique is especially adaptable to children's literature, and that it increases the appreciation and understanding of good children's literature."

Methods: Evaluation of chamber theatre includes: defining it and distinguishing it from readers theatre; describing its origin, principles and techniques; and presenting general principles of preparing prose literature for chamber theatre. The adaptability of the technique of chamber theatre to children's literature is revealed through: (1) discussion of the specific principles of preparing children's literature for chamber theatre, and (2) analysis of three children's stories--"The Nightingale" by Hans Christian Andersen, "The Nightingale and the Rose" by Oscar Wilde, and "Midas" as translated from Ovid by Edith Hamilton. Writer's contention that the technique of chamber theatre can increase "the appreciation and understanding of good children's literature" is illustrated through her description and evaluation of a chamber theatre production of the 3 stories listed above.

The production, directed by the writer and performed by college students, was presented to an audience consisting primarily of children. A group of junior high school students made up part of the audience. In evaluating the production, writer discusses how the various age levels of children reacted to the presentation. Of particular interest to this bibliography is writer's description of the reactions of the group of junior high school students.

Features: Description of writer's chamber theatre production is primarily based on a production book which includes: the scripts and blocking diagrams, pictures of the production, scenery sketches, floor plans, costume plates, lighting plan, and music scores.

Ferguson, Margaret Ellen. "A Creative Dramatics Project for Children of the Junior High School Level." Unpublished Master of Arts thesis, 1950. Text 119 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: ". . . to prepare . . . a study project based on the Creative Dramatics method of teaching English literature and history at the Junior High School level."

Methods: Project is based on John Bennett's historical novel, Master Skylark. Introduction describes elements and values of creative dramatics projects for the student. Project covers all phases of planning and presenting a "study project in Creative Dramatics:" (1) background materials on author, historical time of story, and synopsis of plot; (2) development of the scenario; (3) staging the dramatization which includes scene designs, costume and make-up charts, lighting plot, stage managers cue sheet, rehearsal schedule, and prop list.

Features: The story, "based on the adventures of a twelve year old boy in Elizabethan England, during the later life of William Shakespeare," would be valuable introduction to students in their study of Shakespearean period. Final chapter includes suggested list of 20 other stories suitable for "dramatization at the Junior High School level."

Frank, Allan Daniel. "Speech Education for the Junior High School Student Based on Physiological, Psychological and Sociological Characteristics." Unpublished Master of Science thesis, 1954. Introduction xi pp.; text 169 pp.; bibliography 8 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$9.09.

Purpose: " . . . to formulate a program of speech education which is especially adapted to the junior high school level."

Methods: "Junior high school" is defined to include grades 7-9. One basic assumption of the study is that "educational psychology has established that the junior high student is sufficiently different from the senior high student with regard to his emotional, mental, physical, and social characteristics to justify the formulation of a separate speech program adapted to his unique needs, abilities and problems." In first chapter, writer establishes "thirteen goals of general education" and shows "how speech education can contribute to the realization of these goals." Four succeeding chapters contain information on characteristics of junior high students which is based on "Guides to Curriculum Building - Junior High School Level," a 1950 publication of The Subcommittee for the Junior High School Level of The Curriculum Guiding Committee of the Wisconsin Cooperative Educational Planning Program. Chapter II "contains information about the physical growth characteristics of the junior high pupil; chapter III presents the data on the social and emotional characteristics of the junior high student; chapter IV contains the information concerning the intellectual development and intellectual-cultural interests of the junior high pupil; and chapter V presents the data concerning the social pressures influencing junior high school youth." The 13 goals of education and the information outlined in chapters II-V are used as sets of criteria in choosing "teaching methods, goals, activities and materials for a speech program in the junior high school." In addition, in chapter VI, writer discusses 2 other sets of criteria: (1) "the implications, for junior speech education, of marked individual differences in junior high students' characteristics and speech needs, interests, and abilities," and (2) "the implications of the local situation." Based on these criteria, writer describes a 3-year speech program which includes: (1) a required one-semester 7th grade speech course; (2) a "follow-up program" for 8th grade students in which the speech teacher observes and evaluates students' speech performances in classes other than speech; and (3) a required one-semester 9th grade speech course. Chapter VII contains an outline of the goals and units of the 7th grade course which "is designed to help students master fundamentals of speaking; to diagnose individual speech needs, interests and abilities; to begin the process of individual speech improvement; and, in a general way, to lay the ground work for more advanced training in the ninth grade." Chapter VIII contains an outline of the 9th grade course which concentrates "on the application of the fundamentals which were learned in the seventh grade, and the satisfaction of the unique

speech needs and interests of ninth graders as a group, as well as individual speech needs and interests."

Features: Although emphasis is on speech fundamentals, both 7th and 9th grade courses contain units related to theatre arts. Regarding the 3-year program, writer states: "Here is formulated a speech program sufficiently broad and flexible so that it can be adapted to unique local needs, problems and interests."

Glorfeld, Louis E. "A Plan for Preparing and Operating a Marionette Theatre at the Junior High School Level." Unpublished Master of Arts in Education thesis, 1956. Text 84 pp.; bibliography 3 pp.; appendix 7 pp. Microfilm copy available on interlibrary loan: State College of Iowa Library, State College of Iowa, Cedar Falls, Iowa.

Purpose: ". . . to present a workable plan for preparing and operating a marionette theatre at the junior high school level."

Methods: "Junior high school" is defined to include grades 7-9. Study is primarily based "on the writer's experimentation in the construction and operation of a marionette theatre" in an Iowa junior high school. Discussions are presented on: (1) how puppetry has been used in education in the past, (2) how a marionette theatre "would coordinate and integrate the needs and objectives of the present day junior high school," (3) the history of puppets and puppet plays, and (4) the sources which teachers and students can use in creating original scripts for marionette plays. Writer's plan for preparing a marionette theatre contains outlines of objectives and needed equipment, and discussions on "construction of marionettes, the marionette stage, scenery, costumes, properties, and the preparation of marionette scripts." In his discussion of stage construction, writer presents "original plans" for 2 types of stages which "could be used by junior high school teachers limited in facilities and budget." In discussing the operation of marionette theatre on the junior high school level, writer describes classroom activities which could be used after marionettes and stage are constructed, and he presents "two examples of scripts suitable for marionette plays."

Features: Appendix contains: a list of folk tales "suitable for adaptation as marionette scripts in the junior high school;" a list of "bibliographies of myths, legends, and stories which might be adapted for marionettes;" a list of "published marionette plays suitable for beginners in the junior high school;" and a list of "source material for marionette construction and stage design."

Hart, M. Leslie. "A Study of the Speech Programs in Selected Junior High Schools in Iowa." Unpublished Master of Arts thesis, 1957. Text 78 pp.; bibliography 4 pp.; appendix 17 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . (1) to investigate the speech programs and activities in Iowa junior high schools which were situated in cities with a population of 15,000 or over, in an attempt to determine what students are offered in the way of activities and classes to develop speech ability, (2) to investigate the training and background of the teachers responsible for teaching speech, (3) to make comparisons between what the authorities in speech and junior high school education say should be done and the results as shown in this investigation, and (4) to draw whatever conclusions and make whatever recommendations the comparisons seem to uphold."

Methods: Writer's first major consideration is a discussion of "the aims and functions of the junior high school and the objectives of the first year speech program as set up by authorities in education and in speech education." Second, writer presents results of 2 questionnaire surveys of Iowa junior high schools "in cities with a population of 15,000 or over." One survey received response from 21 speech teachers in these schools. The other survey received response from teachers of speech activities in the schools where "speech was taught in English classes, core-curricula, or completely outside of the classroom." The surveys investigated the following factors: objectives of speech, grades in which speech was taught, extent to which speech was required or elective, size of classes, time allotted to speech classes, length and frequency of class meetings, number of years speech had been part of curriculum, textbooks used, speech activities and skills taught, nature of activities used to begin classes in speech, speech activities supervised or directed on extra-curricular basis, undergraduate majors and minors of speech teachers, graduate majors, teachers' last year of college attendance, number of years teachers have taught speech and English, other classes taught by speech teachers, educational publications to which speech teachers have access, availability of speech correctionists to the schools, nature and extent of speech units taught in classes other than speech. Results of the surveys are presented and then analyzed according to the "recommendations of the authorities" in the fields of education and speech education.

Features: Results of the surveys are presented in tables as well as discussed in text. Study does not concentrate solely on

dramatic activities; however, the nature and extent of dramatic activities in the surveyed schools is indicated.

Hayes, Alice Margaret. "Critical Analyses of Selected One-Act Plays for Use in Junior High School." Unpublished Master of Arts in Education thesis, 1961. Text 63 pp.; bibliography 3 pp. Microfilm copy available on interlibrary loan: State College of Iowa Library, State College of Iowa, Cedar Falls, Iowa.

Purpose: ". . . (1) to set up criteria by which the value and worth of one-act plays are judged; (2) to analyze selected one-act plays according to these criteria; and (3) to recommend plays for use in the junior high school."

Methods: "Junior high school" is defined to include grades 7-9. Only those plays "of less than sixty minutes duration" are considered in the study. The criteria for analyzing selected one-act plays "evolved from the combination of authoritative sources in dramaturgy and the professional experience of the writer." A total of 21 plays were selected for the study and are analyzed according to the criteria which covers the following factors: (1) production needs, (2) theme, (3) plot, (4) characters, (5) dialogue, and (6) synopsis. The synopsis, "although not strictly in the category of a criterion for judging the value of a play," contains additional information which would be helpful to a drama coach when selecting one of the plays. For each play that is analyzed there is also information regarding: name of playwright, name and address of publisher, and royalty fee. The plays analyzed in the study are those that "conformed rigorously to standards set forth in the criteria" and are therefore recommended by the writer.

Features: "The writer has produced nearly all of the selected plays in junior high school so, consequently, is well acquainted with the various problems relating to their production as well as with their value and worth for the junior high school age-group."

Hendrick, Zelwanda. "The Exploratory Speech Course in the Junior High Schools of Dallas, Texas." Unpublished Master of Arts thesis, 1958. Text 54 pp.; appendix 10 pp.; bibliography 1 p. Manuscript available on interlibrary loan: Fondren Library, Southern Methodist University, Dallas, Texas.

Purpose: Purpose seems to be "to show . . . the extent to which Exploratory Speech is being used as an implement of the function of exploration in the Dallas junior high school."

Methods: First major consideration of the study is an analysis of "the junior high school, its aims, its functions and its specific role for junior high students." Second, writer explains "the general concept of exploration and its significance to the curriculum of the junior high school;" and describes how the Dallas school system incorporates this concept into its junior high school curriculum. In Dallas, exploratory courses in various areas are offered on the 8th grade level for periods of 9 weeks, with the purpose of preparing "the junior high school student for a proper choice of elective courses for the ninth grade and for high school." Third, writer describes the exploratory speech course as it is offered in each of 10 Dallas junior high schools. This section of the study is based on writer's interviews with "a total of thirty-three administrators, principals, teachers and students," and on writer's "personal experiences as a teacher of Exploratory Speech in Dallas." This section of the study includes: description of "units taught and methods employed by the teachers of Exploratory Speech" in each of the 10 schools, description of writer's approach to teaching the course, and discussion of comments made by former students regarding benefits they received from the course. The speech units taught, in varying degrees in the schools, include: storytelling, drama and pantomime, parliamentary law, debate, radio and TV, creative writing, and outlining.

Features: Appendix contains "an example of the discussion" that the writer presents "during the first class meeting of the course," and discussion of comments made by 14 former students of the course.

Holt, Alice M. Donoho. "The Process of Adapting Children's Literature into Short Plays for Use in the Early Junior High Years." Unpublished Master of Arts thesis, 1959. Preface 1 p.; text 64 pp.; suggested stories for dramatization 2 pp.; bibliography 5 pp. Manuscript available on interlibrary loan (for use in library only): Texas Woman's University Library, Texas Woman's University, Denton, Texas.

Purpose: ". . . to show that from the wealth of material in story form, teachers may easily adapt stories for use as short plays."

Methods: In first chapter, writer discusses "the need for dramatic material" at the junior high school level which will "bridge the gap between the ages when students enjoy working with stories creatively and when they want to work with full length plays;" and she points out the characteristics of stories which would be "suitable for dramatizing." In second chapter, writer explains how

plays and short stories differ; and she discusses plot, characters, and dialogue--the "element[s] of concern in adapting a story for dramatization." Third chapter contains 6 short plays which were "adapted from literature by the writer as examples of what can be easily done with material at hand, to fill a need in the lives of seventh and eighth graders." Two of the plays were adapted from folk stories, two from "children's classics," and two from modern short stories for children. The plays "are designed primarily to be used as class laboratory experiences." Thus, they are short enough "that they may be adequately rehearsed during class time, polished and presented before the students tire of them."

Features: Following text of study, writer presents a list of "suggested stories for dramatization." In bibliography, writer has included "suggested sources for stories."

Keiser, James Edward. "A Suggested Course of Study for Ninth-Grade Dramatics in the Columbus Public Schools." Unpublished Master of Arts thesis, 1961. Text 70 pp.; appendix 117 pp.; bibliography 2 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: ". . . to suggest such a course of study" for the public school system of Columbus, Ohio, which "has for many years maintained in its curriculum a course in ninth-grade dramatics" but which has "no formal written course."

Methods: This course is designed "to fit the existing framework" of the established course which has these characteristics: elective, no textbook, "meets twice a week for a forty-two or forty-three-minute period for the entire year," and is "set up as a laboratory non-preparation class." Writer's brief discussions, on selection of objectives and activities for suggested course, consider: class time limitations, the nature of the junior high school student and the objectives of the senior high school speech courses in the school system. Suggested course of study is presented as two consecutive one-semester courses. Each of the courses is written in the form of "day by day lesson plans." Each lesson contains the following information: specific objectives, "a narrative explanation of how a particular activity may proceed," and samples of activities or exercises.

Features: Suggested course is presented in "a reasonable amount of detail . . . since one of its prime purposes is to assist the new teacher or the teacher less well trained in the field of dramatics." Extensive appendix contains additional lesson exercises in the form of pantomime and im-

provisation scripts, and play cuttings.

Moe, Dorothy Harder. "The Contribution of the Speech and Drama Department of the Junior High School of the Midwest to the Community." Unpublished Master of Arts thesis, 1949. Text 76 pp.; bibliography 5 pp.; appendix 5 pp. Manuscript available on interlibrary loan: Colorado State College Library, Colorado State College, Greeley, Colorado.

Purpose: ". . . to determine the opportunities provided by the junior high schools of the State of Illinois for both the help of the pupil and the enrichment of the community."

Methods: Study is based on questionnaire survey of 97 junior high schools in Illinois. Survey deals with the following factors: (1) the number of junior high schools in Illinois possessing a speech and drama department; (2) manner in which speech is taught by those schools with no speech departments; (3) teacher time spent in speech and drama field; (4) types of programs put on by these schools; (5) audiences before whom these programs are presented; (6) number of students used in such programs; (7) contributions of other school departments in such programs; (8) programs presented by the speech and drama department within the school; (9) number of students used within the school; (10) teachers' opinions of program work in an audience situation.

Features: Survey data are tabulated as well as interpreted in text. Specific comments made by those teachers who responded to survey are presented in text.

Nelson, Clinton E. "A Survey of Speech Education in the Junior High Schools of Nebraska." Unpublished Master of Arts thesis, 1956. Text 70 pp.; bibliography 5 pp.; appendix 15 pp. Manuscript available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: "1. To determine the kind and quantity of speech training which should be provided junior high school students.
2. To determine the kind and quantity of speech education being provided the students at the junior high school level in the public schools of Nebraska.
3. To determine, in the light of the above, the relative adequacy of the speech training being provided the students at the junior high school level in the schools of Nebraska and to make any recommendations for improvement which seem to be in order."

Methods: Grades 7-9 are considered in the term "junior high school." Formal and informal dramatics are included as areas of study in the term "speech education." Kind and quantity of speech education which should be provided is determined: (1) through correspondence with 3 authorities in speech education and through examination of related books, articles, and theses, from which is established the speech educator's viewpoint and philosophy; (2) correspondence with 35 state departments of public instruction, from which is established state requirements and attitudes toward speech education in junior high school. Kind and quantity of speech education which was provided in Nebraska junior high schools during 1955-56 is determined through questionnaire survey. Teachers of speech in 94 Nebraska junior high schools responded to the survey. The philosophies of speech educators, the speech requirements of state departments of public instruction, and the speech education practices in the surveyed Nebraska schools are all analyzed under the following categories: (1) administration of speech education as a separate subject or as integrated with another course; (2) objectives of speech training at junior high school level; (3) units of instruction in speech training; (4) length of time devoted to each unit of speech training; (5) speech training integrated with English courses.

Features: Results of the 3 types of analysis are tabulated as well as discussed in text.

O'Sullivan, Irene. "An Analysis of the Field of an Integrated Course of Study in Drama for the Junior High School." Unpublished Master of Arts thesis, 1960. Text 63 pp.; bibliography 7 pp. Manuscript available on interlibrary loan: Sacramento State College Library, Sacramento State College, Sacramento, California.

Purpose: ". . . to (1) establish the value of and need for a course in dramatics at this level, (2) to investigate the field of drama courses in both junior and senior high schools, and (3) to produce an outline of a course in drama for the junior high school that could be integrated into the later study of dramatics in the senior high school."

Methods: "Junior high school" is defined to include grades 7-9. First point of stated purpose is established through discussion of the following topics: the characteristics of the junior high school student; the value of dramatics in personality development; and the use of dramatics in junior high school curriculum. The need for an outlined course of study in junior high school dramatics is further established through correspondence with "a representative number of California city superintendents of schools

asking their assistance in locating courses of study in drama at junior and senior high levels." Because of the scarcity of material on junior high school drama courses, critical analysis of "representative high school drama courses" is made to determine objectives, content, and procedures of drama courses on senior high school level. Based on this analysis, the outline of a course of study in drama in junior high school is presented. The course is designed for one year of classes meeting 5 days a week. Aims and philosophy of the course are indicated and the following units of study are discussed: pantomime, organization of play production, play reading, dramatic appreciation, voice and diction, characterization, acting, and play production.

Features: In discussion of the units of study of the junior high course, "constructive details to assist the teacher in content of the course, methods, and reference sources have been included." A portion of the bibliography is devoted to supplementary sources for the course--selected anthologies of plays, recordings of plays and readings, and tape recordings.

Sawyer, Marice. "A Course of Study for Speech and Drama in the Junior High School." Unpublished Master of Science thesis, 1964. Text 165 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: East Texas State University Library, East Texas State University, Commerce, Texas.

Purpose: ". . . to meet the need for a course of study for speech and drama on the junior high level, based upon theory of the field, five years teaching experience, and testing of units."

Methods: The course of study is proposed for 7th and 8th grade students. It contains the following 9 units: Basic Speech Skills (student development of a code of conduct for the class, parliamentary procedure, conversation, listening, body language, and pantomime), Voice and Articulation, Story-telling, Oral Interpretation, Public Speaking, Dramatics, Radio and Television, Persuasive Speaking, and Group Discussion. Each unit is primarily composed of discussions and activities directed to the junior high school student. Special notes to the teacher within the units and the writer's recommendations following each unit point out: (1) the purposes of the exercises and the unit in general; (2) special teacher considerations regarding each unit; and (3) the approximate time limit of the unit. Where applicable, evaluation forms for specific exercises are included. The unit on dramatics includes material and exercises to develop skills which lead to "the culminating activity of the unit - the composing of

the original plays."

Features: Introductory chapter contains description of the nature of the junior high school student. Writer points out that, in general, the units presented "have been used in the classroom;" recommendations for each unit reflect personal experience.

Shay, Frances Estelle. "A Course of Study for Drama in the Ninth Grade." Unpublished Master of Arts thesis, 1960. Text 165 pp.; bibliography 3 pp.; appendix 36 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to present a course of study in drama for ninth grade students."

Methods: The course is principally designed "to develop appreciation and discriminating patrons of the communication arts" and "to develop the dramatic potentiality inherent in every individual." It is prefaced with an enumeration of the characteristics of students at the 9th grade level, and with discussion on utilization of classroom facilities and on specific procedures to follow and concepts to develop during first 5 days of the course. The course is designed to cover a 31 week period, and to include 3 sections: theatre, motion pictures, and broadcasting. For each unit in these sections there is a suggested time schedule and detailed discussions on the following areas of the unit: "introduction, motivation plan, suggested activities, background material for both teacher and student, and evaluation suggestions." The section on theatre contains the following units: historical background of theatre, pantomime and creative drama, play reading and analysis, and play production. The final consideration of the study deals with suggestions for "culminating activities" for the course.

Features: The entire course contains explicit discussions on the background of the 3 sections and on the concepts to be developed. Appendix contains glossaries of terms for the 3 sections, and examples of forms for use in student activities and in evaluation of student performances.

Simmons, Sr. Mary Benedict, O.P. "An Analysis of the Educational Advantages of Formal Dramatics for the Elementary School Child." Unpublished Master of Arts dissertation, 1962. Text 76 pp.; bibliography 5 pp. Microfilm copy available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . to present an analysis of the educational advantages of formal dramatics in the elementary school."

Methods: Based on the historical method of research, the analysis is in 3 phases. First phase--on the technique of formal dramatics and its method of functioning--considers: formal dramatics as an important factor in educating the whole child in the child-centered schools of today, the factors influencing choice and types of dramatizations, the general characteristics of elementary school children in grades 4 to 8. Second phase of analysis deals with the advantages of formal dramatics for the child individually and socially--the consideration of and development of the intellectual, physical, and emotional aspects of the child. In third phase are presented "the advantages the child gains from the various methods by which formal dramatics may be correlated with other subjects, and finally, the indispensable part the teacher has in bringing about these benefits."

Features: Distinctions are made between the characteristics of children in grades 4-5-6 and the children in grades 7 and 8. The aims of school theatre and the aims of education are shown to be parallel. Differences are noted between the child actor of the art theatre and the child actor of the school theatre.

Smedley, Mary E. "The Use of Dramatics in the Development of Junior High School Youth." Unpublished Master of Arts thesis, 1954. Text 101 pp.; appendix 4 pp.; bibliography 5 pp. Manuscript available on interlibrary loan: Abbot Memorial Library, Emerson College, Boston, Massachusetts.

Purpose: ". . . to describe the program that has been established in our school and show how it aids in the development of junior high school youth."

Methods: Initial chapters contain discussion of: (1) some outstanding characteristics of the junior high school student; (2) some basic needs of adolescents and how a dramatics program helps to meet these needs; (3) the purpose and types of activities of a dramatics program at the junior high school level. The dramatics program of the junior high school in which the writer teaches is then described in terms of: (1) the problems of initiating the program and building student interest; (2) how the program evolved, over a period of years, through the school's assembly activity; (3) the types of dramatics activities developed for school assemblies. Types of dramatics activities are discussed according to their sponsorship by homeroom classes (which "constitute fifty to sixty percent of the programs in any given year"),

by school clubs, by school departments and activities, or by the school in general. Homeroom class programs are the most extensively discussed and include one-act plays, original programs, and talent shows. Direction of one-act plays is discussed in terms of play selection, tryouts, casting and rehearsing.

Features: Appendix contains a list of plays and play collections "that are of interest to junior high school students."

V. AUDITORIUMS AND STAGING FACILITIES

This section contains all those studies which deal with the design and construction of auditoriums and with the facilities used for staging theatrical productions.

Barwick, Dorothea Catherine. "Discussion of and Plans For Remodeling an Existing High School Auditorium." Unpublished Master of Education thesis, 1959. Text 51 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: School of Education Library, Boston University, Boston, Massachusetts.

Purpose: Purpose seems to be: (1) to present discussion of the "existing and needed" facilities of one particular high school auditorium, and (2) to present recommendations for remodeling that auditorium and its related facilities.

Methods: Study is based on writer's "eight years experience in working in this auditorium;" and on a review of literature regarding "the general requirements for auditorium and related facilities, and also on specific problems faced in planning these facilities." The 4 areas considered in the study are: the stage, the house, additional rooms, and scenery paint shop. The existing facilities are described and the remodeling plans are outlined according to the 4 general areas. "The basic outline of plans for remodeling the auditorium . . . were drawn up during the summer of 1955."

Features: Writer concludes that "these plans are practical, and could be used by others planning to remodel or build an auditorium." Included in the text are floor plans of the existing auditorium, and floor plans showing the proposed plan for remodeling the auditorium.

Brown, Charles Lee. "A Survey of the Theatres in the Public Senior High Schools of Salt Lake County, Utah." Unpublished Master of Science thesis, 1959. Text 122 pp.; bibliography 2 pp.; appendix 4 pp. Manuscript available on interlibrary loan: University of Utah Library, University of Utah, Salt Lake City, Utah.

Purpose: ". . . (1) to present a survey of the existing conditions and facilities of the public senior high school theatres of Salt Lake County, Utah; (2) to determine whether such a survey would reveal any significant trends in the construction and equipping of these theatres; and (3) to determine whether there are any existing dangerous conditions that might be hazardous to anyone using these facilities."

Methods: "Theatre" is defined to include "auditorium, stage, off-stage area, dressing rooms, scene shop, and storage areas." Conducted in 1959, the survey is based on the writer's "personal inspection" of 11 high school theatres, and on questionnaires and evaluation forms submitted by 60 principals and teachers of the schools visited. Study deals "only with equipment and architecture affecting high school theatrical, musical, and assembly programs, and only with any building requirements affecting these programs in an obvious manner, or any conditions which are obviously not safe." Specific factors which are considered include: (1) auditoriums--size and seating capacity, orchestra pits, horizontal sight lines, ventilation systems, projection booths; (2) the stage and equipment--stage dimensions, aprons, stage doors, counterweight systems, rope and winch systems, stage curtains, cyclorama and movie screens; (3) sound and communication systems; (4) lighting systems--switchboards, houselights, spotlights, striplights, pockets and other electrical connections; (5) dressing rooms, scene shops, and storage areas; (6) stage and auditorium safety--fire exits, location of auditorium exit doors; (7) persons in charge of theatres' operations; (8) extent of use of the theatres.

Features: Information regarding these factors is presented in tables, while the text contains discussion of "only trends, exceptions to the rule, or a few other conditions the writer feels should be singled out for special consideration." Survey is prefaced with a chapter devoted to definition of 143 applicable stage terms, many of which are further clarified with "experts' opinions of desirable conditions."

Fernkopf, Marvin Wayne. "A Suggested Guide for the School Administration in Planning a Flexible School Auditorium for Common School District #56 in Joint Marshall and Nemaha Counties, Kansas." Unpublished Master of Science thesis, 1957. Text 54 pp.; bibliography 2 pp.; appendix 13 pp. Manuscript available on interlibrary loan: Kansas State University Library, Kansas State University, Manhattan, Kansas.

Purpose: " . . . to define the problems of District #56, to determine the existing situation in comparable school systems in the same area of Kansas in which District #56 was situated, to establish from existing literature in the field recommended standards of stage and auditorium planning, and to evaluate the information received and from this source to propose a satisfactory and financially possible solution to the problems of District #56 from the standpoint of its dramatic activities."

Methods: In a school system where one building houses grades 1 through 12, the physical facilities and the problems of scheduling activities for the entire school are described, with special emphasis given to dramatic and music activities on the secondary level. Similar situations in comparable school systems were determined through a questionnaire survey of directors of secondary dramatic and music activities in a specific area surrounding District #56. All items on the questionnaire survey of drama directors are evaluated according to: (1) those schools with combination gymnasium-auditorium facilities, (2) those schools with separate auditorium facilities, and (3) those schools with facilities other than the above--such as study halls, libraries, or downtown facilities. In view of the problems of District #56 and those revealed in the survey, writer investigated "recognized authorities in the field" to determine standards of stage and auditorium facilities. A total of 54 standards are evolved which cover the basic requirements for: front of the house, audience area, flexibility of proscenium wall, stage area, lighting, acoustics, heating and ventilation, scene shop and storage area, lavatory facilities, and decor of exterior and interior of auditorium.

Features: Proposals for improving the stage and auditorium facilities are based on the 54 standards and in light of the educational objectives of the school.

Fox, L. Howard. "Principles for Designing the High School Auditorium." Unpublished Doctor of Philosophy dissertation, 1960. Preface iii pp.; text 313 pp.; bibliography 19 pp.; appendix 10 pp. Written at New York University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$4.70 plus postage.

Purpose: " . . . to determine principles for the designing and equipping of the high school auditorium."

Methods: Term "high school" is defined to include grades 7-12; term "principles" "refers exclusively to recommendations

regarding design requirements, features, or characteristics of the auditorium and its ancillary areas." Study "is concerned with the functional aspect of high school auditorium design only, not with the aesthetic aspect." Study is based on the following sources: (1) "a five-page questionnaire on auditorium recommendations" received from 98 "selected architects, school administrators, and teacher-users of auditoriums;" (2) examination of "authoritative books and articles on school plant planning, theaters, and technical theater;" and (3) "interviews with theater planning experts." First, writer establishes "a representative list of aims for high school education" from examination of "published findings and recommendations of the various educational associations concerned with secondary education." Next, writer develops a "representative" list of the curricular and extra-curricular activities "which a school might provide or encourage for the students;" and he relates each activity to the educational aim or aims "it may serve." From this list, writer selects 4 "activities which seem to require or call for an auditorium" and he further indicates "how these particular activities could contribute to the possible achievement of any of the goals of education." These activities, which include dramatic events, are then analyzed according to: "the number and arrangements of participants likely to be involved, the space needs of the activity, the equipment requirements, the audience requirements, and a description of each activity as it occurs." Four chapters are then devoted to "exploration of all the factors which directly affect principles for the high school auditorium design;" general areas covered are: "performer-audience relationships, performance requirements, preparation areas, and ancillary audience areas." Each of these chapters is concluded with lists of general and detailed principles regarding the area under discussion. An additional chapter is devoted to consideration of multiple use of auditorium--its combination with cafeteria, classroom, gymnasium, or study hall; chapter is concluded with lists of general and detailed principles.

Features: Principles determined in this study are not intended for any specific auditorium. "Effort has been made to arrive at valid principles based upon varying needs, and to show possible solutions."

Gackle, Bryan Ernest. "A Survey of the Facilities and Equipment of Ten Stages in Southeastern North Dakota." Unpublished Master of Science thesis, 1960. Introduction ii pp.; purpose of the study i p.; statement of the problem i p.; text 60 pp.; glossary 1 p.; bibliography 1 p. Manuscript available on interlibrary loan: North Dakota State University Library, North Dakota State Univer-

sity, Fargo, North Dakota.

Purpose: ". . . to provide a description of the existing facilities and equipment of stages in ten community halls and high schools in the southeastern section of North Dakota."

Methods: Study is concerned with the "typical small village community hall or high school stage." First, writer describes each of the 10 stages which he visited by indicating the activities for which it is used, describing its size and equipment, and providing drawings with which "the reader will be able to see where the equipment is placed on the stage and how this equipment is being used." Second, based on what he found to be the existing conditions, writer presents his recommendations for improving these stages in each of the following areas: act curtain, cyclorama draperies and rigging, stage floor, proscenium opening size, wing space available, stage entrances, lighting equipment, scenery, and sound system. In determining these recommendations, writer considered cost to be "a limiting factor." Finally, writer presents his suggestions for facilities and equipment for an ideal stage of the size and purposes he investigated. "The suggestions include specific recommendations for placement of the stage in the building, accessibility from the shop and dressing room to the stage, dimensions of the stage, installation of stage rigging and suspension unit, quality and color of drapery material, suspension of draperies, and a lighting purchase and placement program."

Features: In making recommendations for the 10 stages, writer presents specifications and approximate costs for equipment. Specifications and some illustrations of equipment and facilities for the ideal stage are also presented.

Heckert, Floyd. "A Proposed Plan of Minimum Equipment Needed for the All-Purpose High School Stage." Unpublished Master of Fine Arts thesis, 1952. Text 52 pp.; bibliography 2 pp.; appendix 6 pp. Manuscript available on interlibrary loan: Edwin Watts Chubb Library, Ohio University, Athens, Ohio.

Purpose: ". . . to compile a list of equipment which might be regarded as a minimum for an all-purpose high school stage."

Methods: "The word minimum is used to indicate equipment felt to be essential to the execution of an all-purpose program." An "all-purpose program" is considered to be one in which the stage and auditorium facilities are used by the school and community for activities such as plays, band, choir, movies and lectures. The equipment under consideration falls into 3 categories:

(1) curtains and rigging, (2) lighting, and (3) miscellaneous--movie screens, flats and drops, three dimensional set pieces and risers. The proposed plan is based on writer's personal interviews with some Ohio principals and teachers, visitations to 16 Ohio high schools, and interviews "with men closely related to the stage equipment field both in an advisory capacity and in the business of designing and producing stage equipment." From the interviews and visitations, writer determines the nature and effectiveness of the equipment currently in use in high schools. Recommendations for improving this equipment are obtained "from men using the equipment and from men in the stage equipment business." The proposed plan--evolved from the interviews, visitations, and writer's "personal beliefs reached by research and study"--is discussed in terms of specifications for the 3 categories of equipment.

Features: Description of equipment in schools visited illustrates a variety of situations which might be found in high school stage facilities. In discussing specifications for minimum equipment, writer often presents line drawing illustrations of the item under consideration. Each item of equipment is discussed in terms of its purpose and special characteristics, and in terms of how to install and use it for maximum efficiency. Addresses of companies from which equipment may be purchased is often indicated.

Iron, William Z. "A Survey of the Factors Affecting the Use of a Multi-Purpose Area as a Secondary School Theatre and a Specific Analysis of Theatre-Cafeteria Utility." Unpublished Master of Arts thesis, 1960. Preface ii pp.; text 70 pp.; appendix 7 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: University of Oregon Library, University of Oregon, Eugene, Oregon.

Purpose: Purpose seems to be to combine "information about the particular requirements of a theatre and the problems of multi-purpose combination which affect multi-use design."

Methods: Study concentrates on 5 major considerations. Chapter I contains discussion of current problems in high school theatre design and presents the basic thesis question: "Could a design be developed which places its primary emphasis on theatre requirements and, at the same time, does not significantly hamper the functions of the gymnasium or the cafeteria?" Chapter II contains consideration of the theatrical requirements of a "multi-purpose high school facility," with suggested specifications for the performance and audience accommodations. The advantages and disadvantages of combining a high school gymnasium and auditorium are discussed in Chapter III with

emphasis placed on the disadvantages. Chapter IV contains discussion of basic requirements of a cafeteria facility and a chart showing similar and dissimilar factors of cafeteria and auditorium requirements. Final chapter contains more detailed proposals regarding space, utility and flexibility in a "theatre-cafeteria." A major concern of final chapter is to determine "whether proscenium, arena, or flexible staging shall be the basic theatrical medium for the theatre-cafeteria." Technical requirements, adaptability to a multiple-use structure and flexibility of operation of each type of staging is examined.

Features: Appendix contains a 6 page theatre check list which indicates "the nature of planning involved for any theatre space."

Lawson, Richard G. "The Theatre in the Secondary School." Unpublished Master of Fine Arts thesis, 1957. Text 143 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Yale University Library, Yale University, New Haven, Connecticut.

Purpose: " . . . to explain the place of drama in the curriculum of the modern high school; to convince the reader and client of the need for hiring the necessary experts in addition to the architect; to acquaint the client with some of the needs, terms, and problems faced by the architect, theatre consultant, and acoustical engineer."

Methods: Drama in the modern high school curriculum is discussed in terms of how it can meet the goals of secondary education and other studies in the curriculum. The study deals with the factors to be considered when designing a multi-purpose high school theatre that will meet the needs of both theatrical and non-theatrical activities. Non-theatrical activities--music programs, lectures and assemblies, audio-visual aids, study halls and examinations, and community activities--are described in terms of space, storage, rehearsal, and performance requirements as they are related to the use of the theatre. Physical requirements of theatrical activity are discussed in terms of: (1) "audience activity"--sight lines, acoustics, and audience comfort; and (2) "production activity"--rehearsal and performance space for actors; construction, storage, and performance space for scenery, lighting, costumes and props. Lighting is discussed in detail according to the characteristics and uses of 4 categories of lighting instruments, and according to the various methods of controlling light intensity. Specifications regarding sizes of areas and types of equipment are suggested. Final consideration of study contains description of the extent to which 4 high schools--"1) an older medium size school; 2) a newer medium size school;

3) an older large school; 4) a newer large school"--meet the physical requirements for theatrical and non-theatrical activity in their theatres.

Features: Several floor plans, blue prints, and figures are presented throughout the text to illustrate space arrangements and equipment being discussed. While the study emphasizes the need for consulting experts when planning and designing a high school theatre, it illustrates the type of information and knowledge the "client" (school administrator or drama director) should possess in order to effectively communicate with the experts.

Lloyd, Jeannette E. "Recommendations for Planning a High School Theatre Based on the Experience of the Freeport, Illinois Board of Education While Planning and Building a Junior and Senior High School Auditorium." Unpublished Master of Arts thesis, 1951. Text 75 pp.; bibliography 2 pp.; plates 16 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . to show the many and diverse problems that confront the individuals charged with planning and constructing a high school stage and auditorium, with special reference to facilities for theatrical productions."

Methods: Study is specifically concerned with construction of an auditorium in a junior high school which was designed to serve both the junior and senior high schools of the city, and "was intended to be used for plays, concerts, musical productions, lectures and assemblies." Initial consideration of study deals with recommendations for "research and planning, which should be done in great detail before the architect is engaged." Recommendations are presented regarding the following factors: auditorium size, flow of traffic, plan of auditorium, problems of the proscenium, stage and equipment, stage lighting, scenic and costume shops, storage space, and dressing rooms. Second major consideration deals with "the experience of the Freeport, Illinois Board of Education while planning and building a junior and senior high school auditorium." The project is characterized by the fact that a theatre consultant was not contacted until after plans for the auditorium had been drawn up and partially executed. The history of the project is described, beginning with the initial recommendation for construction of the auditorium and proceeding through the various board meetings, consultations with the school architect, proposals by the writer who was drama coach in the school system, and finally, consultations with a theatre consultant. Also included in this section are discussion "of the compromises which were made necessary as the plan for the con-

struction of the building evolved," and the writer's summary of the results of those compromises.

Features: Writer suggests that her description of the project at Freeport, Illinois, "may serve as a guide and aid to those who may be faced with the complex task of convincing others that certain essential steps are necessary for success in achieving a useable high school theatre." Plates showing preliminary and revised plans for auditorium, stage and electrical facilities are included in appendix.

Merrill, Robert Henry. "High School Stages and Auditoriums in the State of Missouri: An Investigation of their Extent, Nature, Uses and Suitability." Unpublished Master of Arts thesis, 1956. Text 53 pp.; bibliography 2 pp.; appendix 29 pp. Manuscript available on interlibrary loan: University of Kansas Library, University of Kansas, Lawrence, Kansas.

Purpose: ". . . (1) to determine the extent, nature, and uses made of high school stages and auditoriums in the state of Missouri; (2) to determine the degree of suitability of these facilities for school presentations; (3) to solicit suggestions for needed improvements in the existing facilities in order to determine physical plant and equipment necessary for optimum operating conditions; and (4) to provide information sufficient to allow generalizations regarding present high school stages and auditoriums and recommendations for future stages and auditoriums in this state."

Methods: Study is based on data obtained from response to a questionnaire survey of 98 Missouri high school drama instructors, from visitations to "eight local high schools," and conversations with theatre technicians and architects. Study investigates the "extent, nature, uses and suitability" of high school stages and auditoriums in three categories: (1) the actor-audience area, (2) the production accessory area, and (3) the technical area. First category includes 6 primary considerations: "(1) the evaluation of the acoustics in the auditorium; (2) the evaluation of sight lines from the auditorium; (3) the incidence of inclined auditorium floors; (4) the suitability of the facilities for uses other than theatrical presentations; (5) the suitability of the facilities for theatre uses; and (6) the relationship between the age of the structure and the degree of its suitability for theatre purposes." Second category, on the production accessory area, considers adequate wing space and scene storage space, counterweight systems, dressing and make-up rooms. Third category, the technical area, contains consideration of shop space, lighting and sound equipment.

Features: Results of survey are tabulated as well as discussed in text. Each of the factors of the 3 categories is evaluated according to standards which writer "believes might reasonably be expected in that area." Whenever it seemed pertinent, the evaluations are based on a distinction between the conventional stage-auditorium and the combination gymnasium-stage auditorium.

Perdue, James Harvey. "Factors in Planning the Secondary School Theatre." Unpublished Master of Science in Education thesis, 1963. Text 99 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Kiehle Library, St. Cloud State College, St. Cloud, Minnesota.

Purpose: ". . . to assemble, to evaluate, and to arrange in orderly form factors in the planning of secondary school theatres, as they are revealed in source materials concerned with theatre architecture."

Methods: "Secondary school" is defined to include grades 7-12. Study is "concerned with suggestions and recommendations for an exceptionally well planned educational theatre plant." These recommendations are "limited to proscenium arch theatres, which, when finished, should be flexible enough to support some non-proscenium production." Working from the premise that "a theatre must be custom built to fit the place, the situation, and the need," writer presents discussion of factors which must be considered by the school board, drama director, and architect when planning a secondary school theatre. Regarding the stage, writer discusses the function and requirements of the following factors: proscenium arch, stage floor, wing space, traps, floor pockets, grid, counterweight system, cyclorama, forestage, location of stage, fire doors, and loading doors. Second, the function and requirements of the following "adjacent work areas" are discussed: dressing rooms, green room, scene shop, paint storage area, property storage area, costume shop, and scene dock. Third, discussion is presented on the following factors regarding the "auditorium proper:" design and decor, balcony, orchestra pit, seating and auditorium measurements, acoustics, heating and ventilation, and safety requirements. Finally, the function and requirements of the following production equipment are discussed: scenery, stage draperies, sound, stage lighting, and lighting control board.

Features: Writer's discussion of the characteristics and requirements of the individual factors contains opinions of authorities, and points out the choices which are open to those planning the secondary school theatre.

Roberts, Bobby Lou. "Using Arena Staging to Provide Additional Facilities for the High Schools in the Northern San Joaquin Valley of California." Unpublished Master of Arts thesis, 1963. Text 36 pp.; appendix 9 pp.; bibliography 4 pp. Manuscript available on interlibrary loan (for use in library only): Fresno State College Library, Fresno State College, Fresno, California.

Purpose: ". . . to discover whether high schools in the Northern San Joaquin Valley had usable auditoriums for the presentation of their dramatic productions and to propose the construction and use of arena theatres, both as a teaching station and as a theatre for public presentations in the secondary schools."

Methods: "Arena staging" is defined "in the most flexible sense" to take in various types of arena theatre arrangements. Questionnaire method was used to survey the stage facilities of 50 high schools in northern San Joaquin Valley. Questionnaire was designed to discover: (1) the number of schools which had "usable auditoriums or other dramatic art facilities," (2) the number of schools "using arena staging for their productions and whether they had the minimum equipment necessary for arena staging." Results of questionnaire survey are considered according to two classifications--schools of under 1000 enrollment and schools of over 1000 enrollment. Proposals regarding arena staging for high schools are two-fold: (1) how to use an existing high school classroom for arena staging--with consideration given to size of the room, basic facilities of the room, arrangement of audience area, lighting and sound equipment in the classroom; (2) how to construct "an arena theatre which may also serve as a teaching station for dramatics and for other activities when not in use by the dramatic art department."

Features: The uses of arena staging are traced from ancient Greece to modern times. Differences between arena staging and proscenium arch staging are briefly discussed. The various stage and seating arrangements for an arena stage are discussed and illustrated.

Schmidt, Robert W. "A Survey and Evaluation of Existing Physical Facilities in the High School Theatres in Minnesota." Unpublished Master of Science in Education project report, 1962. Text 87 pp.; bibliography 1 p.; appendix 20 pp. Manuscript available on interlibrary loan: Kiehle Library, St. Cloud State College, St. Cloud, Minnesota.

Purpose: ". . . to determine, through survey, the precise nature of existing high school theatre facilities in Minnesota."

Methods: Another part of writer's purpose is to "attempt to propose the standard basic facilities necessary to the high school theatre in order that a drama program can be effective in training students in the theatre, and to provide them with significant cultural experiences." Writer's first major consideration is discussion of the "fundamental requirements of high school theatre planning" as recommended by "authorities in the field of theatre architecture." These requirements are discussed according to the following categories:

- I. Facilities which will enable the director adequately to prepare the play
- II. Facilities which, after the play is prepared, will allow successful production of the play
- III. Facilities which will enable the audience to see, to hear, and to be comfortable
- IV. Facilities which will ensure complete safety for the theatre patrons and members of the production."

Second major consideration contains discussion, according to the above categories, of the contrast between the fundamental requirements and the existing facilities in Minnesota high schools. Existing facilities were determined through a 1962 survey of administrators and drama directors in 288 of the state's high schools. Survey was conducted through questionnaires and personal interviews, and it investigated the following factors: location of auditorium, facilities in public foyer, box office, shape of auditorium, entrances into auditorium, style of seating arrangement and type of seating facilities, orchestra pit, proscenium arch, teaser, tormentor, stage dimensions, stage equipment, stage floor, cyclorama, lighting equipment and control, sound system, stage draperies, scene shop, dressing rooms, costume room, property room, and multi-purpose facilities.

Features: Appendix contains a listing of the surveyed schools with an indication of their enrollment size and the type of auditorium at their disposal.

Stewart, Sterling E. "Administrative Problems, Policies and Practices in Public School Stage and Auditorium Construction, Maintenance and Use." Unpublished Doctor of Education dissertation, 1959. Text 593 pp.; bibliography 7 pp.; appendix 205 pp. Written at University of Nebraska; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$10.55 plus postage.

Purpose: ". . . to determine the major administrative problems, policies and practices in public school stage and auditorium construction, maintenance and use, and to summarize the findings on these problems, draw conclusions and make recommendations."

Methods: "Serving in the capacity of both superintendent and drama teacher in a small high school, put the writer in a situation where he realized that the majority of problems, connected with public school stages and auditoriums, were basically administrative problems in construction, maintenance and use." In this study, writer investigates the following factors regarding "public schools operating a high school" which had "an auditorium with a stage:"

- (1) "buildings in which stages and auditoriums were reported to be housed;"
- (2) "existing conditions and preferences concerning stage and auditorium arrangements;"
- (3) "relationships among stage and auditorium dimensions, balconies and stage and auditorium arrangements;"
- (4) "relationships of types of auditorium floors to sizes and types of auditoriums;"
- (5) "stage lighting" equipment;
- (6) sound systems;
- (7) "sound film projection;"
- (8) "dressing rooms and mirrors;"
- (9) "auditorium acoustics;"
- (10) "auditorium illumination;"
- (11) "stage scenery, curtains and sets;"
- (12) "auditorium heating;"
- (13) "auditorium ventilation;"
- (14) "fire prevention measures and fire hazards;"
- (15) "auditorium seating types and seating capacities;"
- (16) "grades and enrollments serviced by stages and auditoriums;"
- (17) "events for which stages and auditoriums are used;"
- (18) "auditorium scheduling and priorities for groups within the school;"
- (19) "groups using the stages and auditoriums and the charges made to these groups;"
- (20) "management of revenue collected from school functions;"
- (21) "objections to multipurpose rooms by coaches, drama or music faculty;"
- (22) "clean up work after use of stages and auditoriums and compensation for custodians;"
- (23) "who builds scenery and who does and inspects electrical work;"
- (24) "insurance coverage for stage and auditorium and for students and patrons;"
- (25) "responsibilities, policies, and money for maintenance and operation of stages and auditoriums;"
- (26) "additional administrative problems in stage and auditorium construction, maintenance and use" suggested by selected school administrators.

Text contains analysis of these factors which is based on the following sources: (1) Literature in the field was surveyed "in order to establish part of a yardstick for determining the adequacy of conditions and materials which exist in the public school stages and auditoriums and to determine the conditions and materials which should exist." (2) "Opinions were obtained from architects, contractors and other specialists in order to determine the manner of stages and auditoriums which were considered adequate, in construction, for the purposes which they are intended to serve." (3) Administrators in 144 large, medium-size, and small schools in Nebraska, Iowa, and South Dakota were surveyed by questionnaire "in order to discover details of construction, maintenance and use and to discover administrative problems, policies and practices which existed." (4) "Follow-up interviews

were made with drama teachers, music teachers, coaches, and custodians in a selected group of schools, in order to: (1) obtain more detailed information than could be acquired through use of questionnaires, (2) validate the questionnaire returns in a number of selected cases, and (3) arrive at a degree of agreement, between faculty and administrators, concerning the adequacy of the selected stages and auditoriums."

Features: Text and appendix contain numerous tables and graphs regarding the factors investigated.

Streeter, John Lear. "Plans and Specifications for a Proposed Stage and Auditorium Addition to the University High School at Iowa City, Iowa." Unpublished Master of Arts thesis, 1952. Text 114 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: Purpose seems to be to present "plans and specifications for a proposed stage and auditorium" which would serve "as a guide in formulating a solution" to the problems presented by existing conditions at University High School.

Methods: The high school is in a building which houses both elementary and secondary grades, and which has a combination gymnasium-auditorium. While "staging a production at the University High School," writer discovered "extreme limitations," which were "caused primarily by the structure housing the stage and auditorium and the wide variety of programs carried on within the school." Writer describes the limitations to dramatic productions imposed by the structure of the total building and by the facilities within the building in order to justify his proposal for an addition to the present structure. The proposed addition "could house the auditorium, stage, and music facilities," and could be used for assemblies, motion pictures, music programs, speaking programs, dramatic activities, conventions and meetings. Writer's proposals represent "a compromise" to meet the requirements of all the above activities, and they "are based on experience of the author, texts, personal interviews, and available experts." In separate chapters, writer describes and justifies his plans and specifications for the following items: location of proposed addition, audience traffic, auditorium, stage and its equipment, stage lighting, construction shops and equipment, and costume shop, and areas for projection booth, lighting control booth, audio visual room, and dramatic staff offices.

Features: Throughout the study, writer provides plates which illustrate the areas and facilities being discussed.

Swanson, Dale Lawrence. "High School Theatre Architecture in Wisconsin." Unpublished Master of Science thesis, 1956. Text 206 pp.; bibliography 7 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$10.05.

Purpose: Purpose seems to be to provide "a reference for architects, school administrators, technicians, and teachers who may be called upon to offer suggestions for or actually plan new high school theatres."

Methods: "This thesis is based upon the theory that: many new high school theatres today fail to meet the standards of experts in theatre planning due more to inadequate design than financial restrictions." In first major consideration, writer presents "a brief history of the evolution of the high school auditorium." Next, writer discusses the aims and objectives of the high school theatre. Herein, "needs in the way of a physical plant are suggested along with the relationship of the school theatre to the community." Third major consideration "consists of a detailed summary of the ideas expressed by many individuals on all phases of theatre planning and construction." Herein, architecture theories are presented on various aspects of each of the following: multiple use of auditorium, location and style of auditorium, public spaces, facilities in auditorium, proscenium, stage, and preparation spaces. Fourth major consideration contains "a complete analysis of seven new high school theatres in Wisconsin"--each of which has "separate auditorium and gymnasium accommodations." This analysis is based on "examination of the blue-prints of each school, correspondence and interviews with the architects and speech instructors of the schools, and personal observation of the completed school plants." Analysis of each of the 7 theatres includes consideration of "enrollment of the school, its location, design, facilities, and relation to the community." In final consideration, writer evaluates each of the theatres according to the theories on theatre architecture presented earlier in the study.

Features: In chapter on theatre architecture theories, writer has compiled: (1) "a comprehensive theatre check list" and (2) a table of authorities' recommendations regarding number of seats in auditorium, proscenium height and width, stage floor height, stage height, depth and width, and stage area dimensions.

Vincent, W. Ernest, Jr. "An Analytical Survey of the Staging Facilities in the Secondary Schools of the State of Florida." Unpublished Master of Arts thesis, 1952. Text 69 pp.; appendix 29 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: University of Florida Library, University of Florida, Gainesville, Florida.

Purpose: ". . . to evaluate the present staging facilities of one hundred and thirty-three secondary schools in the State of Florida, based on their replies to a questionnaire."

Methods: Study is concerned with "two general lines of inquiry: (1) the major requirements of an adequate high school theatre plant; and (2) the present facilities provided for staging of theatrical productions, with special reference to the State of Florida." Requirements for an adequate high school theatre plant are discussed in terms of what "recognized authorities of stage and auditorium design" have written on the subject. This discussion concerns itself with the following facilities: auditorium, "auditorium-side of the stage," stage house, scene shop, auxiliary rooms, stage equipment, and lighting (for stage and auditorium). A questionnaire survey, conducted in 1952, investigated the facilities listed above in regard to 133 Florida secondary schools. Results of survey are considered according to 5 classifications of the schools based on student-teacher ratio. Evaluation of facilities in Florida high schools is based on authorities' recommendations.

Features: Discussion on authorities' recommendations for adequate theatre facilities contains illustrations and specifications for facilities and equipment. Results of questionnaire survey are tabulated as well as discussed in text.

Wolff, Robert W. "A Study of United States High School Auditorium Planning and Use." Unpublished Master of Arts thesis, 1963. Text 49 pp.; appendix 7 pp.; bibliography 9 pp. Manuscript available on interlibrary loan: Pennsylvania State University Library, Pennsylvania State University, University Park, Pennsylvania.

Purpose: ". . . to study how school auditoriums are planned and used and to learn what can be done to make them better serve the activities they are designed to house."

Methods: "Auditorium" is defined as "a building or part of a building containing both the house and the playing area." Study is based on examination of "journals, periodicals, books, equipment company bulletins, research by individuals and organizations, minutes

of professional organization meetings," and interviews with "architects, administrators, consultants, equipment manufacturers' representatives and users of school auditoriums." First part of the study is devoted to a brief summary of the trends in auditorium planning and use extending from 1880 to the present time. Second part of study cites certain articles in periodicals such as Progressive Architecture, Architectural Forum, Educational Theatre Journal, Players Magazine, School Executive, School Management, and American School and University; and names some projects and publications of the Ford Foundation, theatre consultants and designers, governmental agencies, the Department of Architecture of the University of Michigan, theatre equipment companies, and professional organizations such as American Educational Theatre Association, American Institute of Architecture, United States Institute for Theatre Technology, and The Board of Standards and Planning for Living Theatre. Remaining parts of study are devoted to: (1) an "evaluation of the implications of contemporary interest and theory in auditorium and theatre planning as related to high school auditorium planning;" and (2) writer's suggestions "for future approaches to high school auditorium and theatre planning."

Features: Appendix contains 7 plates illustrating different types of floor plans for auditoriums.

VI. PRODUCTIONS

This section contains all those studies which are promptbooks, and descriptions of completed or proposed productions of specific plays.

Barton, Thomas Logan. "A Production for High School of Moliere's The Doctor in Spite of Himself." Unpublished Master of Arts thesis, 1961. Text 245 pp.; bibliography 1 p. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: Purpose seems to be to present a "detailed approach to a complete analysis and presentation, by and for high school students, of the George Graveley translation of Moliere's The Doctor in Spite of Himself."

Methods: Study deals with analysis and description of a 1961 high school production of The Doctor in Spite of Himself, directed by the writer. Initial consideration contains writer's analysis of the script: visual elements of line, form, mass, space and color; aural elements; style in settings, costumes, make-up, movement and business; and major problems in directing the production. Second major consideration involves character analysis: description of each character in the play; "detailed descriptions and drawings for each character's costume;" and summary of make-up used. Third, settings are described, with attention given to construction of various set pieces. To illustrate organizational procedures, writer then presents examples of "materials" which he distributed to his staff and cast members during rehearsals: lists of cast and crew, rehearsal schedule, instruction sheets for technical and dress rehearsals and for performances. The script, included in the text, has technical cues, movement and business listed for each page of dialogue.

Features: Also included in the text are samples of publicity, and several pictures of the production.

Blauch, Barbara Jean. "An Historical and Analytical Study of Macbeth for High School Theater Together With a Projected Production Plan." Unpublished Master of Arts thesis, 1953. Text 151 pp.; bibliography 11 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . to prepare Shakespeare's Macbeth for production in a secondary school theater by (1) revealing the background of the play, the original source of the plot and facts concerning the various editions; (2) exploring past productions as an aid to preparing an acting edition; (3) analyzing the play and the characters to assist in an interpretation; (4) providing a plan for mounting the play, putting it within the production scope of any ambitious high school theater group."

Methods: Study deals with "a proposed production for an amateur theater which must create with immature abilities, in stringent circumstances where that which is expedient must be substituted for that which is ideal." First part of study contains "background material for the play, including facts about the historical Macbeth and the time in which he lived, as well as the history of the printings and the productions of the play." Secondly, writer presents analysis of the play and its characters, suggestions for double casting, and explanation of cuttings "which are made in this acting version of the play." Third part of study contains "suggestions for the mounting of the drama, such as floor plans, set and costume sketches, suggestions for make-up, lighting and properties, plus a pronunciation guide." Final part of study contains writer's "edited text of the tragedy." Stage directions are included in the text.

Features: Bibliography contains brief annotations of its books and periodicals.

Dunning, Florence M. "A Prompt Book for a High School Production of The Clown Who Ran Away." Unpublished Master of Arts thesis, 1960. Text 119 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to develop a prompt book which would serve as a complete record of a high school production of children's theatre in an attempt to demonstrate the benefits of this type of production, to introduce drama students of West High School to a new dramatic form, and to provide the primary children in the West area dramatic entertainment which they could easily reach and afford."

Methods: Two chapters preceding the prompt book contain discussion of "the benefits and trends of high school productions for children" and analysis of writer's production of The Clown Who Ran Away. The benefits of high school productions of children's theatre are discussed in terms of the high school actor, the high school drama program, and the elementary school child. Analysis of the production includes discussion of: how the script was selected and analysis of its story, meaning and main character; directorial approach used with actors who lacked experience with children's theatre; "explanation" of production elements such as staging, lighting, sound, properties, costumes and make-up. The prompt book contains the script with light and music cues, movement and business listed for each page of dialogue. Also included in the prompt book are: floor plans; cue sheets for scenery, lighting and sound; property, make-up and costume plots; costume plates; examples of publicity; photographs of the set and scenes from the production.

Features: Discussion and analysis of this production point out how interest in high school productions of children's theatre can be initiated even in a situation where there is lack of funds, limited means of publicity and a "generally culturally impoverished area."

Ellis, Miriam D. "A High School Production of Shakespeare's Twelfth Night and an Analysis of the Problems Involved." Unpublished Master of Arts thesis, 1953. Text 203 pp.; bibliography 2 pp.; appendix 4 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: ". . . to indicate the feasibility of producing Shakespeare in a small high school, to introduce a small community to the enjoyment of Shakespearean comedy, to provide other high school directors and casts with a workable script and staging plans for Twelfth Night."

Methods: Accomplishment of the objectives of stated purpose are described in 6 chapters. Chapter I presents facts about the economic, social, and cultural environment of the community in which the play was produced in 1952; the status of dramatics in the school's curricular and extra-curricular phases; the facilities available for dramatic productions. Chapter II contains discussion of how selection of Twelfth Night was made; how try-outs were conducted; what factors influenced casting. Chapter III contains the adapted script of Twelfth Night with business and cues indicated. Chapter IV contains description of how the script was adapted for the high school production and how all changes in the script were based

on a 7-point criterion. Chapter V contains detailed description of the problems involved in blocking, interpretation of roles, and development of characters. The final chapter deals with the production aspects--scene design, lighting, properties, costumes, make-up, music and choreography, publicity, and organization of production committees. The majority of these production elements are illustrated as well as described.

Features: Thesis points out elements to be considered when introducing Shakespearean productions in a community where "the majority of wage-earners are farmers or unskilled or semi-skilled laborers," and where there are limited social and cultural activities; where the students are primarily from rural areas and have developed an appreciation of Shakespeare through careful, long-range planning. The adaptation of the script was based on consideration of the production's anticipated audience --"the cultural background, the reading habits, the entertainment tastes, the vocabulary levels of the population of the school-community."

Fisher, Virginia Coale. "An Experiment in Producing Shakespeare for Secondary School Students, Together With a Production Book for The Taming of the Shrew." Unpublished Master of Fine Arts thesis, 1959. Text 207 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Gregg M. Sinclair Library, University of Hawaii, Honolulu, Hawaii.

Purpose: ". . . to report on a high school production of The Taming of the Shrew: some historical background for the presentation of a classical play by young actors, the methods used in training the cast and staging the play, and the benefits to both actors and audience resulting from the production."

Methods: The experiment was conducted at Punahou Academy in Honolulu in 1957. Analysis of the experiment is presented in 4 chapters. Chapter I contains brief discussion of the parallels between educational drama in the Shakespearean Age and the present time; and it presents a brief history of earlier Shakespearean productions at the Academy. Chapter II presents an examination of the extent to which Shakespeare is studied at the Academy in grades 9 to 12, and the factors which influenced the production of The Taming of the Shrew. In Chapter III are presented descriptions of how the play was prepared for production--what edition of the script was chosen and how it was adapted for high school production; how the style and interpretation of the production were determined; how the director interpreted the characters and to what extent her cast members fulfilled these

interpretations; how the production was staged; how the director pre-planned the blocking, and conducted try-outs and rehearsals. Fourth chapter presents evaluation of the success of the production--by student and adult audience members, by the cast, and by the director. The production book of the Punahou Academy presentation includes: an annotated script of The Taming of the Shrew; description of the stage equipment and backstage organization; description of costumes; description and illustrations of the setting; listings of properties and curtain cues; description of music and music cues; description of lighting; the production and rehearsal schedule; description and illustrations of publicity.

Features: The production was staged by high school students primarily "before a high school audience." Numerous pictures illustrate the staging of the production. In discussing how the play was prepared, the writer-director describes 2 major difficulties of producing Shakespearean plays with a high school cast.

Herrick, Martha J. "A Prompt Book for a High School Production of The Glass Menagerie." Unpublished Master of Arts thesis, 1957. Text 181 pp.; bibliography 1 p. Manuscript available on inter-library loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to present a play of accepted literary and dramatic merit with characterizations which would supply a challenge to high school students and with a theme within the scope of their interest and understanding."

Methods: Study deals with describing writer's project of directing The Glass Menagerie on the high school level. First chapter contains discussion of writer-director's considerations in selecting the script (characteristics of the school, its location, the nature of its dramatic productions, the drama experience of its students) and her approach to the production (selection of cast, character development, rehearsals). Second chapter contains analysis of the play (theme, structure, characters) and explanation of production elements (setting, movement and business, lighting, music, properties, costumes, and make-up). Major portion of text is devoted to the prompt book which contains script with cues, movement and business listed for each page of dialogue. Also included in text are the production plans: floor plan, furniture plan, light plan and cue sheet, music and sound cue sheets, property and make-up plots, costume plates, examples of publicity.

Features: Picutres of the production are also included in the text.

Landes, Chester L. "William Shakespeare's Twelfth Night: A Production Thesis for the Secondary School." Unpublished Master of Arts thesis, 1962. Text 227 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Missouri at Kansas City Library, University of Missouri at Kansas City, Kansas City, Missouri.

Purpose: Purpose seems to be to present "a compilation of re-search material used as a background for production, and analytical material, including the production book, referring to" a 1960 high school proscenium stage production of Shakespeare's Twelfth Night.

Methods: First chapter contains analysis of the production script, analysis of the characters, and description of the major research materials used by the director and students in compiling information on the playwright, the play, "and various critical opinions on the staging of the production." Second chapter contains discussion of writer-director's methods of casting, adapting the script for a high school cast, and designing the setting, costumes, lights and properties. Also included in this section are: a full stage perspective view, black and white costume drawings, and light plots. Third chapter contains the production book for Twelfth Night which includes the working script, technical cues, blocking, and stage business. Final chapter contains evaluation of the production in terms of the educational and theatrical results for the participants, audience, and director.

Features: Students who participated in the production were primarily high school seniors who "had more than the usual secondary school experience in both play reading and play production." Colored photographs of the production are included at the end of the thesis. Bibliography contains annotations on the major research and reference materials used by the director.

Loring, Janet. "An Amphitheatre Production of As You Like It at the Barstow School for Girls." Unpublished Master of Arts thesis, 1952. Text 287 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Missouri at Kansas City Library, University of Missouri at Kansas City, Kansas City, Missouri.

Purpose: ". . . (1) to present production plans for a high school presentation of 'As You Like It'; (2) to show through these plans the various problems that arise in producing Shakespeare in the High school; (3) to set forth solutions to the problems along with certain general con-

clusions pertaining to the particular production studied."

Methods: Study is based on a production of As You Like It which was influenced by the following factors: "an amphitheatre production, an all girl high school cast, a limited casting list, a limited technical layout, and a limited budget." First chapter includes discussion on producing As You Like It at the high school level, the history of the play, analysis of the play and its characters. Second chapter contains the Barstow School production notes on: casting, script cuts, setting and illustrated ground plan, costume plans with color illustrations of costume designs, make-up plot, light plot, music plot, and property plot. Final chapter contains the Barstow School production book of As You Like It which included the script, all technical cues, blocking, business, and script cuts.

Features: Special considerations of the first and second chapters include: (1) the elements of Shakespearean drama that are educationally, dramatically, and emotionally appealing to high school students; (2) the advantages and disadvantages of directing a high school Shakespearean production in an outdoor theatre with limited scenic and lighting devices; (3) casting and directing an all-girl cast to portray characters of both sexes.

Matthews, Margaret Evelyn. "A Production of Hillbilly Weddin^o, A Class Play, For a High School in a Rural Community." Unpublished Master of Arts thesis, 1954. Text 160 pp.; bibliography 4 pp.; appendix 36 pp. Manuscript available on interlibrary loan: University of Arkansas Library, University of Arkansas, Fayetteville, Arkansas.

Purpose: Script was chosen for production because of (1) its representation of "human problems and conflicts," (2) its appeal "from the standpoint of individuality," (3) its appeal "to the audience as sheer entertainment," (4) the challenge it offered the students and director. The director also felt that the play^o's idea--"of further education for high school graduates"--needed to be emphasized in the community, and that the illiterate language in the script "would aid the students to see the poor aspects of their own rural speech."

Methods: In Part I, consideration is given to: (1) description of the community in which the play was presented; (2) analysis of farcical elements of the script; (3) analysis of play structure; (4) analysis of general aspects of rehearsal procedure. Part II contains elements of production of Hillbilly Weddin^o: prompt book, casting, character sketches, staging, and costuming. Part III contains

analysis of audience reaction and benefits derived from work on the production.

Features: Description of the community in which the play was presented emphasizes the validity of the production. It points out major considerations of play production in a small rural community where the school and the church form the center of social activities for parents and students; where a student's ambition is to get a job and earn his own way; where "most graduates leave the community and find positions away from home;" and where "the need for further education is not visualized by either parent or child."

Montgomery, Anne E. "A Production Thesis and Prompt Book for The Princess and the Swineherd." Unpublished Master of Arts thesis, 1964. Text 122 pp.; appendix 16 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: Washington State University Library, Washington State University, Pullman, Washington.

Purpose: ". . . to establish a concept or vision of the total production, the steps in the approach to the production, an analysis of materials and techniques employed, both external and internal."

Methods: Production was performed by students of a high school with "a total enrollment of 86." It was performed at its home school as well as toured to 3 other schools. Discussion of the production--proposed as a "general guide and helpful reference" for the "inexperienced director"--includes the writer-director's considerations and procedures regarding: selection of script, tryouts and casting; conducting rehearsals, developing characterization, interpretation and movement; developing vocal qualities and projection; designing staging, lighting, properties, sound, costumes and make-up; and publicity. In discussing the design and direction of the production, writer-director also indicates her special considerations regarding the touring of the production. Analysis of the production points out some specific instances of student personality development. Prompt book for The Princess and the Swineherd is included in the text and contains script, blocking, and music cues.

Features: Appendix contains the production's make-up chart, light plot, floor plan, and pictures which "exhibit costumes, stage groupings, a glimpse at the action, make-up, and design of the settings."

Murphy, Clarence R. "The Adaptation and Direction of Shakespeare's Macbeth for Bay City Handy High School." Unpublished Master of Arts thesis, 1954. Text 179 pp.; bibliography 3 pp.; appendix 11 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: ". . . to introduce a high school audience to Shakespeare as a living playwright, to demonstrate that a high school group can produce a tragedy of Shakespeare successfully, to prove that an elaborate type of production can be done in a high school with moderate facilities, to open the way for more experimental staging in high schools, and to provide other high school dramatics directors and high school casts with a usable script and production plans for Macbeth."

Methods: Accomplishment of the objectives of stated purpose are described in 6 chapters. Chapter I includes description of the factors which led to the selection of Macbeth for a high school production; description of the characteristics of the Bay City Handy High School student body and the community which the school serves; description of the status of dramatics in the high school. Chapter II contains the adapted script of Macbeth, with its production notes, which the writer-director believes to be "in a form usable by other high school directors and other high school students interested in performing Macbeth." Chapter III presents writer-director's concepts of the script, his analysis of the characters, and an analysis of his problems of adapting the script. Chapter IV contains "discussion of the problems encountered by the director in translating the main characters as envisioned to the actual portrayals on the stage." Chapter V contains production notes on the costuming, properties, stage setting, and lighting which the writer-director feels might be of use to "any director who may want to use this study in the future." Final chapter contains discussion of student reactions and the director's conclusions on the success of the production.

Features: Study describes a 1953 production of Macbeth in a large city high school which had never before produced a Shakespearean play. Adaptation of the script was based on 2 major considerations: (1) the cast would be chosen from high school students in grades 9 to 12; (2) the audience would primarily consist of high school students of similar ages and educational backgrounds as the cast. Facets of the production are often illustrated in pictures and diagrams.

Pitner, Monty Bruce. "A Theatrical Production of Sophocle's Oedipus the King." Unpublished Master of Science thesis, 1959. Text 136 pp.; bibliography 1 p.; appendix 24 pp. Manuscript available on interlibrary loan: Kansas State University Library, Kansas State University, Manhattan, Kansas.

Purpose: ". . . to show high school students and their parents what can be done above the level of the common, light comedies which are the most frequently produced plays in the secondary school of our country" and "to show an audience that theatre can be entertaining, if done well, regardless of when the script was written."

Methods: Thesis presents a description of a production of Oedipus the King which was performed by high school students in the city of Harlan, Iowa, in the spring of 1959. Included in the text are: (1) a chapter on writer's concepts and approach to directing the play, his interpretation of characters, his manner of conducting rehearsals, the concepts governing his designs for costumes, stage and lighting; (2) the production text of Oedipus the King, with indicated blocking. Included in the appendix are: (1) a floor plan of the stage setting, and (2) colored costume sketches.

Features: In writer's discussion of his directorial concept and approach, he points out considerations regarding casting and length of rehearsals for this type of play, as well as the challenges offered high school students from the demands of a classic style of acting. Writer's opinions on the success of the production are indicated.

Stevens, Doris Arlene. "A Practical and Historical Preparation for an Experimental Production of As You Like It by William Shakespeare." Unpublished Master of Arts thesis, 1950. Text 103 pp.; bibliography 6 pp.; appendix 19 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . to discover an authentic but simplified method of producing As You Like It; to analyze the design and production problems; to present the methods of solution; to prepare the play for public performance; to record the results of such performance."

Methods: Study deals with the research and preparation involved in a production of As You Like It by the writer in a Nebraska high school. "The present study is a result of much reading at the Folger Shakespeare Memorial Library in Washington, D.C., the New York City Public Library, and of many sources both historical and recent that have been available in other libraries." First

major consideration contains historical information regarding As You Like It: source of play, characteristics of Shakespeare's audiences and acting company, and stage history of the play. Second consideration contains analysis of the play, its characters, and special problems (music, dance, and wrestling match). Next, writer discusses the play in terms of "stage business from famous prompt books." Fourth major consideration deals with general characteristics of staging in Elizabethan theatre and with suggestions for "modern staging" of As You Like It. Final major consideration contains discussion of costuming in Elizabethan theatre and costume suggestions for each character in As You Like It. In conclusion of study, writer evaluates her production of the play and presents "some comments from the English department head, the school librarian, the principal, and the school activities director."

Features: Appendix contains set piece sketches, programs, reviews, publicity plans and photographs illustrating elements of writer's production of As You Like It.

Summers, Morris Frederick. "A Historical and Analytical Study of Shakespeare's Romeo and Juliet Based on a Projected Production Plan of the Play for the High School Stage." Unpublished Master of Arts thesis, 1959. Text 99 pp.; bibliography 5 pp.; appendix 76 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . to prepare William Shakespeare's Romeo and Juliet for production by a high school cast."

Methods: First major consideration of text contains historical information on the play--sources of the story, editions and stage history of the play, notable actors and actresses who have appeared in it. Second consideration contains analysis of the play according to: structure, theme, the Queen Mab speech, closing scene, the imperfections and beauty of the play, and the significance of its production "for teen-age and parent audiences." Next, writer presents analysis of each of the play's characters. Fourth consideration contains discussion of how writer edited scenes and speeches of the play. Fifth consideration contains a production plan for Romeo and Juliet, with technical information on: conversion of proscenium stage, scenery, lighting, costuming, sound, properties, and make-up. Final consideration contains discussion of stage directions for each scene of writer's edition of the play.

Features: Appendix contains a sound plot, a property list, and writer's edited text of Romeo and Juliet.

Other studies in this bibliography which contain promptbooks and descriptions of productions of specific plays are:

- Buseick, Robert Reid. "A Creative Approach to the Writing of a Children's Play and a Directorial Production Manual and Prompt Book for a New Play, Androcles, The Prince That Became a Lion." (IX)
- Carey, Grant Stuart. "The Production of a Junior High School Play." (IV)
- Donham, Nanette M. "The Adaptation of Children's Literature to Chamber Theatre." (IV)
- Jensen, Leanne Elinore. "A Study of the Production of Three Original One Act Plays at Lincoln Southeast High School." (XI)
- Kottke, Theodore G. "Children's Theatre Produced by the Secondary School for the Elementary School." (IX)
- Pease, Richards Kenneth. "Period Plays for Secondary Schools." (II)
- Roberts, Catherine Fahey. "A Concept for Children's Theatre, Production in the Greater Portland Area, and a Directorial Production Manual and Prompt Book for a New Play The Moon Princess." (IX)

VII. PLAY FESTIVALS

This section contains all those studies which deal with play festivals and contests, and competitive events involving dramatics.

Fletcher, Robert Roger. "An Examination of the Minnesota One-Act Contest." Unpublished Master of Science thesis, 1964. Text 78 pp.; appendix 16 pp.; bibliography 4 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$5.81.

Purpose: ". . . to examine the contest theater as it exists today in the state of Minnesota."

Methods: Other purposes of the study are: (1) "to clarify for the reader the present rules of the contest;" (2) "to examine the effectiveness of these rules for the directors presently involved in the Minnesota One-Act Play Contest;" (3) "to examine the extent of participation in this event at the present time;" (4) to examine "the educational background of the Minnesota teachers involved in the play competition;" (5) "to examine the extent of play production in the state of Minnesota, and [see] if the one-act play contest fosters interest in the high school theater." Study is based primarily on the following sources: (1) the Minnesota State High School League Handbook and (2) a 1964 questionnaire survey which received response from 381 Minnesota high school play directors. Questionnaire was designed to obtain the following information regarding the schools: extent of participation in Minnesota One-Act Play Contest or reasons for not participating; number of students who "seek roles or other responsibilities in the contest;" number of annual dramatic productions other than the Contest plays; factors which determine selection of plays for competition in the Contest; titles and authors of entries in the Contest for 1962-1963 and 1963-1964; educational backgrounds of directors; whether students' participation in the Contest causes "them to seek responsibilities in other annual productions;" directors' attitudes on whether the Contest provides "incentive to attract students to the theater" and whether the Contest provides "sufficient learning

experience for the participants;" number of schools' graduates who "seek an active role in the theater or related speech fields;" directors' attitudes on "the present method of judging the One-Act Contest." Text of study contains discussion of the history and development of the Contest and analysis of survey results.

Features: Survey results are tabulated as well as discussed in text.

Hill, Charles Rhea. "A Survey of the Problems Involved in Producing One-Act Plays at District and State Speech Festivals in Kansas 1950-1955." Unpublished Master of Science thesis, 1955. Text 89 pp.; appendix 13 pp. Manuscript available on interlibrary loan: William Allen White Library, Kansas State Teachers College, Emporia, Kansas.

Purpose: Purpose seems to be "(1) to present a picture of existing conditions with one-act plays at speech festivals in Kansas; (2) to collect the opinions of the persons most directly faced with the problem of producing one-act plays at festivals; (3) to record and comment upon their answers regarding this problem; (4) to supply information and inspiration for further research as opened by this report."

Methods: Study is based on questionnaire survey which received response from "teachers who directed the one-act plays" in 195 Kansas high schools. Questionnaire was designed in four sections to obtain information regarding: (1) "qualifications of each of the individual schools and directors who entered in festivals;" (2) "dramatic activities of each school;" (3) "materials available for play production" in each school; and (4) each school's participation in festivals. Regarding festival participation, questionnaire was designed to obtain the following information about the schools: number of years of festival participation; bases of play selection for festivals; directors' attitudes regarding High School Activities Commission's approved list of plays; sources of, and amount of, budget for festival participation; whether curricular or extra-curricular time is "spent on preparing the play for the festival; how actors in festival plays are selected and extent of their "previous dramatic training;" directors' attitudes on festival judging, stage equipment, and stage crews; number of public performances of a play before "taking it to the festival;" and titles and types of plays "taken to the festivals" from 1950 to 1955 and ratings received. Text of study contains evaluation of results of the survey as they relate to problems involved in producing one-act festival plays.

Features: Results of survey are presented in tables as well as interpreted in text. Appendix includes the "Regulations of the District and State Speech Festivals as Presented in the Kansas State High School Activities Association Handbook 1953-1954," and "Specific Regulations for the District and State Festivals from the Kansas State High School Activities Association Journal for February, 1955."

Kunhart, William E. "A Study of Interscholastic Speech Activities in the United States." Unpublished Master of Arts thesis, 1951. Text 63 pp.; bibliography 8 pp.; appendix 16 pp. Manuscript available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: ". . . to investigate the forty-eight states' Interscholastic Speech Activities program; discover practices and procedures in these states, and to make from the data collected such inferences as may be warranted."

Methods: Nature and scope of the activities--"type of administration, organization, activities in the programs, and the evaluation of contestants participating in the programs"--were determined through a questionnaire survey of all 48 State Departments of Public Instruction. "From the catalogues of printed Rules and Regulations of twenty-seven state interscholastic Speech Activities Programs," analysis was made of rules and procedures pertaining to the following activities: one-act plays, poetry, prose, dramatic readings, humorous readings, interpretative oratory, original oratory, extemporaneous speaking, radio, newscasting, discussion, debate, verse speaking choir.

Features: Appendix presents tables showing each state's participation in interscholastic speech according to administering and cooperating agencies, activities, organization and classification of participants, evaluation and achievement of participants.

Losey, Jessie Louise. A Selected, Annotated List of One-Act Plays for Festival Use. Published Master of Science thesis, 1955. Text (published edition) 38 pp. Manuscript available on interlibrary loan: William Allen White Library, Kansas State Teachers College, Emporia, Kansas. Limited supply of published edition available through Speech Department, Kansas State Teachers College. Cost: postage.

Purpose: ". . . to suggest specific one-act plays which are desirable scripts for high school presentation, especially for festival use, to give information about the publisher, the royalty, and the plot of each script."

Methods: One hundred and two one-act plays are annotated according to: author, type of drama, cast size, publisher, royalty, setting, costumes, and plot description. Selection is limited to scripts which the writer considers theatrically sound and challenging, and which require small casts, reasonable royalties, and minimum equipment.

Features: Designed to assist the less experienced director, the study also includes addresses of publishers of the annotated plays; definitions of pertinent theatrical terms; and brief discussion of the criteria used in selecting any script.

McNames, Charles R. "A Survey of Competitive High School Speech Activities in the United States." Unpublished Master of Science in Education qualifying paper, 1957. Text 199 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Parson Library, Northern Illinois State College, De Kalb, Illinois.

Purpose: ". . . to survey the area of competitive high school speech activities to the end of presenting a composite picture of the current practices and policies maintained by the several states in promoting and controlling interscholastic speech contests."

Methods: Study considers the following competitive speech events: oratory, extemporaneous speaking, after-dinner speaking, original monologues, verse reading, play reading, radio newscasting, discussion, debate, and one-act plays. Study is primarily based on questionnaire response from sponsoring agencies in 42 of the 48 states. Additional information was obtained from printed materials provided by 19 of the responding states, observation of 2 state speech contests in Illinois and Wisconsin, correspondence, and interviews. All 48 states are considered in the study and each is presented alphabetically with a "profile" of the available information on the "organization and administration of the various agencies" which sponsor its competitive speech activities. This information includes the following: name and address of sponsoring agency, general plan of operation, types of contest events, "classification of schools by size of enrollment or geographic distribution as determinants for contest activities," finance methods, "programs of rewarding successful participants and growth of state programs." These profiles are summaries of available information and "in no instance, has the author consciously evaluated the administration, events or purposes of the program of competitive high school speech activities presented in the respective profiles."

Features: At the end of the study, writer includes tables indicating "the frequency of individual and group events [listed above] included in the respective state programs."

Peterson, Ralph W. "A Survey of One-Act Play Festivals in Kansas." Unpublished Master of Arts thesis, 1950. Introduction 111 pp.; text 51 pp.; bibliography 1 p.; appendix 15 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to made an investigation of the high school drama festivals in Kansas so that a clear picture could be drawn as to the place the festival should have in the teaching of drama in the secondary school."

Methods: Survey, conducted by means of questionnaire, concerned 79 schools in first and second class cities in Kansas; and 42 colleges and universities of the state. Survey of high schools indicated those schools that participated in festivals during 1949-1950 school year, and the various viewpoints of their drama instructors on "the place they feel the festival should hold." Survey of Kansas colleges and universities indicates those that sponsor high school festivals each year and the opinions of college drama instructors on the value of such festivals for the high school students. Survey also indicates how much emphasis--in time and money--each school places on festivals; how many years each school has participated in festivals; and which of the participating schools teaches drama as a "curricular or extra-curricular" subject.

Features: Results of survey are tabulated as well as discussed in text.

Russell, Burton Lester. "An Investigation of the Iowa High School Play Production Festival." Unpublished Master of Arts thesis, 1963. Text 185 pp.; appendix 79 pp.; bibliography 7 pp. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . (1) to determine what the procedures and policies were under which the Festival functioned, (2) to determine the extent and nature of the participation in the Festival, (3) and to determine what these policies, procedures, and participation practices reveal in terms of their patterns and relationships."

Methods: Study deals with "the play production Festival which was held for Iowa high schools at the State University of Iowa," for 28 years between the period 1928 to 1959. In

first chapter, writer summarizes the history of the Festival and describes its "administration and financing." In second chapter, concerned with participation in the Festival, writer investigates factors such as: requirements for participation, accommodations provided to encourage participation, size classifications of participating schools, reasons for growth in participation, number of times schools participated, factors influencing participation, and number of students and teachers participating. In third chapter, writer deals with "policies and practices for the selection and performances of Festival plays." Herein, writer also analyzes the following factors of the performances according to school classifications: play titles, authors, cast sizes, play types, royalties, publishers, types of sets, and period settings. In fourth chapter, writer deals with judging and awards, and analyzes factors such as: qualifications of judges; policies regarding evaluation of performances and performers; methods of rewarding winners; frequency of winners among various classifications of schools; award distribution in relation to various types of plays, royalties, and publishers; and distribution of acting awards in relation to male and female performers and in relation to school classifications, types of plays, royalties and publishers.

Features: Extensive appendix contains samples of forms and award certificates used at various periods in the Festival's 28 year history; and listings of additional information regarding participants, performances, staging, judges, and the organization and administration of the Festival.

Stark, Jeannette. "A History of the Louisiana High School Speech Rally." Unpublished Master of Arts thesis, 1956. Text 79 pp.; bibliography 1 p. Manuscript available on interlibrary loan: Hill Memorial Library, Louisiana State University, Baton Rouge, Louisiana.

Purpose: ". . . to collect, examine, analyze, and evaluate the available material pertaining to group and individual speech contests in the Louisiana State High School Rally from 1909 to 1956."

Methods: Study is based on information from publications and reports of Louisiana State University, "Minutes of the Board of Supervisors of the University," newspapers, and interviews. First chapter presents "background material" on the State High School Rally of Louisiana "which includes athletic, literary, music, and speech contests," and has been held annually at Louisiana State University. Writer's analysis of the speech events "considers the organization, operation, and evolution of speech contests in the rally, with special emphasis on divisions, awards,

winners." Second and third chapters deal with the group events of debate and dramatics. Fourth chapter deals with the individual events in declamation-oratory, interpretative reading, impromptu-extemporaneous speaking, and radio speaking.

Features: Section of study on drama events points out some interesting trends in contest selections and manner of presentation.

VIII. TEACHER TRAINING AND CERTIFICATION

This section of the bibliography contains all those studies which deal with the academic preparation and the certification of secondary school teachers of speech and drama.

Beninati, Marguerite. "A Descriptive Survey of Southern Illinois High School Curricula in Speech Education in Relation to the Developing Professional Quarter for Student Teachers." Unpublished Master of Science thesis, 1960.* Text 33 pp.; bibliography 1 p.; appendix 31 pp. Manuscript available on interlibrary loan: Southern Illinois University Library, Southern Illinois University, Carbondale, Illinois.

Purpose: ". . . to locate additional centers where speech majors and minors could do their student teaching."

Methods: Study is concerned with locating high schools in Southern Illinois where students of Southern Illinois University (who are majoring or minoring in speech, theatre, radio) can do their student teaching. Study deals with the following questions: "1) How many and where in Southern Illinois are there schools which satisfy the professional quarter criteria for being certified as teacher training centers in speech, and which are not presently being used? 2) Where in Southern Illinois are there schools which do not completely satisfy the professional quarter criteria but which indicate evidence of the existence of a) a speech curriculum, b) a speech staff, and c) a favorable administrative attitude toward speech and student teachers in speech?" Text of study contains: (1) description of the existing student teacher facilities at the University and the plans for future changes; (2) the University's "set of criteria that was established for selecting off-campus professional quarter student teacher centers;" and (3) description of the results of writer's questionnaire survey which received response from 60 high schools in Southern Illinois. The survey, conducted for the purpose

* Date of thesis is taken from information in the listing of graduate studies in Speech Monographs, August, 1961. There was no indication of date on the thesis itself.

of providing answers to the above 2 questions, investigated the following factors: general information ("type and size of the school, grade levels in school, nature of the curriculum, and the existence of an interest in a teacher training program"); speech curriculum data; teacher qualifications; and "attitudes of the administrators toward speech education plus the future plans of the administrators regarding speech education and student teacher programs in their schools." Based on information received from the survey--which was analyzed in relation to the University's criteria for student teacher centers, writer discusses the qualifications of each school that met the criteria, and of those schools "that may be regarded as 'adequately' qualified schools and that may be potential teacher training centers for speech majors and minors."

Features: Appendix includes the survey questionnaire and tabulations of responses to each question on it.

Hart, M. Blair. "A Program of Speech Education for Prospective Teachers of Speech on the Secondary Level." Unpublished Doctor of Education dissertation, 1951. Text 102 pp.; bibliography 7 pp.; appendix 43 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . to present a recommended undergraduate program of speech education at the University of Arkansas for prospective teachers of speech at the secondary level."

Methods: Dramatic arts are included in the term, "speech." First major consideration of study is a review of "significant research concerning the traits of effective teachers, the speech characteristics of effective teachers, and patterns of training in speech education." Second consideration is given to "the practical framework of state and local controls and regulations" within which the proposed program is designed. Specifically, this consideration deals with: type of accreditation of colleges and secondary schools in Arkansas; requirements for certification of secondary teachers in Arkansas; nature of University of Arkansas program in Speech and Dramatic Art; policies of the University of Arkansas which are related to proposed program; and a survey of speech education in Arkansas secondary schools which is based on questionnaire response from 181 school systems, and which investigated curricular and extra-curricular speech as well as speech teachers' academic training, expressed needs for additional training, and teaching responsibilities. Third major consideration deals with the philosophy and objectives of speech education. Based on the above major

considerations, writer's proposed program for the University of Arkansas is presented under the following main headings: "qualifications and proficiencies desired in the prospective teacher of speech; significant courses and content in the training program; recommendations for experiences in observation, practice teaching, and directing activities; and, a pattern of evaluation for the program."

Features: Appendix includes outlines of the University's "present program in speech and dramatic art" and of the University's College of Education policies "affecting the training of teachers;" and a "detailed plan for two introductory courses recommended in the program."

Holland, Tristum Shandy. "A Study of the Experiential Needs of Teachers of Speech and Dramatics in Secondary Schools." Unpublished Doctor of Philosophy dissertation, 1961. Text 172 pp.; appendix 31 pp.; bibliography 6 pp. Written at State University of Iowa; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$3.00 plus postage.

Purpose: ". . . to analyze the experiential needs of teachers of speech and dramatics in the secondary schools."

Methods: "Experiential needs are those needs of teachers for knowledge, understanding, abilities and personal attributes which can be satisfied or tend to be satisfied by carefully designed experiences made available in the curricular, cocurricular, and extracurricular offerings by colleges and universities interested in the preparation of teachers for teaching speech and dramatics in high school." Study seeks answers to the following questions: (1) "What courses in speech and dramatic art should comprise the major for prospective teachers of speech and dramatics?" (2) "What should prospective teachers of speech and dramatics in high school consider as a minor area?" (3) "Should prospective teachers be required to participate in extracurricular activities? If so, of what should they consist?" (4) "What cocurricular activities should courses in speech and dramatic art offer? Why?" (5) "What personal attributes should prospective teachers strive to develop?" (6) "What is the relationship of gradepoint to success?" Major sources of information were questionnaire replies from: (1) 25 speech educators who were "chosen to represent different geographic sections of the country," and "who had written on the subject of the training of teachers of speech and dramatics for the secondary school or who, from their positions, should have been interested in teacher preparation;" (2) 54 secondary school teachers who "were speech and dramatic arts graduates from the State University of

Iowa" and "had received their bachelor of arts degrees between December, 1942, and August, 1957;" and (3) 30 high school administrators who "were the last persons under whom each of the teachers had worked while teaching in public schools." Speech educators submitted information on what they felt should be the curricular requirements, extracurricular experiences and personal attributes of prospective teachers. From the high school teachers, writer obtained "their assessment of their needs and how their college curricular, cocurricular, and extracurricular activities prepared them to meet these needs;" writer also examined their transcripts to determine their college gradepoint averages and the "evaluation made by supervising teachers of each of the teachers' student teaching experience." From administrators, writer obtained ratings on the teachers' "training, attributes, and general effectiveness as high school teachers." Text contains discussion of the questionnaire responses, and writer's suggested "Program to Provide for the Experiential Needs," which is based on analysis of the collected data.

Features: Information from the 3 questionnaires is summarized in tables as well as discussed in text.

McCurdy, Richard Lowell, S.J. "An Experimental Course in the Teaching of Speech." Unpublished Master of Arts essay, 1962. Text 28 pp.; appendix 15 pp.; bibliography 4 pp. Manuscript available on inter-library loan: St. Louis University Library, St. Louis University, St. Louis, Missouri.

Purpose: Purpose seems to be to design "a course which will be extremely wide in scope to meet the exigencies of the Jesuit scholastic in his teaching years; and one which will be highly motivating, presenting those needs of the adolescent which speech activities and classwork can at least partially fulfill."

Methods: Study deals with information regarding the third of three courses in speech which have been developed at the Bellarmine House of Studies, "the Jesuit scholasticate on the campus of Saint Louis University." This third course was "introduced in the Fall semester of 1961," and was taught by the writer. The course is designed to meet the needs of the Jesuit scholastic when he begins teaching in a Jesuit high school. The Jesuit "may or may not be assigned to teach speech" but "he will be involved with some aspects" of the speech program in his school. The third course, one semester in length, deals primarily with theatre arts and "a general introduction to speech correction." Text of study contains outlines of the course's lectures on the following topics: orientation to

the field of speech, choosing the play, directing the play, technical aspects of theatre, theatre make-up, correction: articulation, correction: voice, and correction: stuttering. Also included is description of assignments required during the course, which included presentation of a 15 minute "model class," evaluation of textbooks, and observation of speech classes in the city's high schools. A final consideration of the study is evaluation of the first teaching of the course, as indicated by the scholastics enrolled in it.

Features: Appendix contains "bibliographical materials, suggestions and drawings related to the lectures," and examples of the evaluation and critique forms used in the various student assignments.

Rigby, Toby Wilman. "A Study of the Status of Texas College and Secondary School Drama Curriculums and Activities With Special Emphasis on Teacher Preparation (1949-1960)." Unpublished Doctor of Philosophy dissertation, 1961. Text 157 pp.; appendix 22 pp.; bibliography 6 pp. Written at University of Texas; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$2.75 plus postage.

Purpose: ". . . to determine th [sic] status of drama curriculums and activities in Texas secondary schools and colleges from 1949 to 1960 (1) to evaluate the drama curriculum, its course content, and its activities in the secondary schools; (2) to determine the adequacy of the present teacher-training programs in the field of educational theatre in the state universities and colleges; (3) to aid colleges in setting up required course work for prospective teachers of drama; (4) to aid public school administrators in reevaluating their present drama curriculums, activities, teaching staff, and future teacher selection; and (5) to make certain recommendations for the improvement of the factors in the aims set forth above."

Methods: "Secondary school" is defined to include "grades seven through twelve in public or parochial schools." Specifically, study seeks answers to the following questions:

1. Does the variety of emphasis placed upon drama by Texas public school administrators necessitate changes in the university and college teacher-training programs if these programs are to meet the demands of the public schools?
2. Do drama and theatre activities have sufficient student participation and enrollment in the public schools to merit a highly specialized teacher-training department in the universities and colleges of Texas?

3. Are elective courses, among them drama, limited by additional required courses in the traditional subjects for high school graduation?
4. Do the majority of universities and colleges in Texas continue to refer to drama as a segment of the 'speech family'?
5. Do the teachers and directors of secondary school drama assignments feel their present training is adequate to meet the needs of their respective schools?
6. Who is teaching and directing drama in the secondary schools of Texas, and was the training received by these people before or after being assigned the responsibility of the dramatic activities?"

Writer determined status of Texas secondary drama curriculums through: (1) "eleven personal interviews with selected senior high school administrators;" (2) survey of "statistical records of the Texas Education Agency and The University of Texas Interscholastic League;" and (3) questionnaire survey of drama teachers and directors in 597 "accredited senior high schools of Texas." Questionnaire was designed to: (1) "collect data concerning professional degrees, level of degrees, major and minor subjects, teaching experience, specialized drama training, sponsorship of drama clubs and activities, qualifications of play production activities, and minimum preparation suggestions for teachers charged with the responsibility for teaching and directing drama in the secondary schools;" and (2) "determine number and classification of courses offered with drama content, units of work in drama, and club activities sponsored within the school." Data from survey are presented and analyzed in text. Writer determined "status of teacher-training in drama in Texas colleges and universities" by studying all available catalogues (1949-1960) of "seventy-three accredited colleges in the state of Texas." In his examination of catalogues, writer reviewed "all departments listed in the various catalogs to determine courses with drama content, titles of courses, semester hours credit, responsible department for drama curriculum, drama student activities and clubs." Writer also reviewed "faculty registers to determine the titles of positions responsible for the college's drama program." Text of study contains description of drama programs in each of the 73 colleges and universities. In these descriptions "emphasis was placed on the extent to which the colleges were offering courses which prepared the student of drama as a prospective public school drama teacher and director."

Features: Data obtained from questionnaire survey and survey of catalogues are tabulated as well as discussed in text.

Timmons, Barbara Joan Zellhoefer. "A Compilation of the Educational Requirements to Teach Speech Classes in the Secondary Schools of the United States in 1962." Text 45 pp.; bibliography 4 pp.; appendix 19 pp. Manuscript available on interlibrary loan: University of Kansas Library, University of Kansas, Lawrence, Kansas.

Purpose: " . . . to determine the educational requirements for certification to teach speech in the secondary schools of the United States in 1962."

Methods: "Secondary school" is considered according to each state's definition. Authorized certification officials of all State Departments of Public Instruction were sources used to determine certification requirements to teach speech as a classroom activity according to the following categories: (1) Public Speaking or Speech Fundamentals, (2) Oral Interpretation, (3) Dramatics, (4) Speech Correction and Voice and Diction, (5) Radio and Television, (6) Rhetoric and Composition, (7) Debate and Discussion, and (8) Electives.

Features: Results of study are compared in text and tables with 3 similar studies: one completed in 1949; one completed in 1949 and revised in 1952; and one conducted in 1953.

Trauernicht, Maxine M. "A Study of the Training of Secondary Teachers of Speech." Unpublished Master of Arts thesis, 1949. Text 105 pp.; bibliography 3 pp.; appendix 23 pp. Manuscript available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: " . . . to discover what is the nature of the training of high school speech teachers in the colleges and universities of the United States today and to ascertain what are the state requirements for certification of teachers of speech."

Methods: Oral interpretation, play production and direction, acting, and stagecraft are considered as areas of training within the general term "speech." Study is based on 3 questionnaire surveys. The nature of training of high school speech teachers is determined by a survey of 116 United States college and university instructors "in charge of speech teacher training," and a survey of 40 successful high school speech teachers who had graduated from some of the represented colleges and universities. Survey of college and university instructors reveals information regarding: (1) semester hour requirements for a major and minor in speech; (2) specific speech requirements for high school speech teachers--types of courses, number of semester hours, participation in extracurricular activities; (3) course requirements in allied fields for high

school speech teachers; (4) phases taught in methods of teaching speech courses; (5) student teacher training programs. Survey of graduates of the represented colleges and universities reveals their evaluations of the strengths and weaknesses of their schools' speech teacher training programs; and these opinions are compared with opinions expressed by the surveyed college and university instructors. Information regarding state certification requirements for teaching speech in the United States is determined from questionnaire response of 44 state departments of public instruction.

Features: Results of surveys are tabulated as well as discussed in text. Based on information revealed in the surveys, writer proposes a "Recommended Plan for Speech Teacher Training" which outlines the types of courses in speech and education to be taken by speech majors and minors.

Wallace, Raymond Vincent. "An Evaluative Study of the Graduates of the Kansas State Teachers College of Emporia With a Bachelor of Science Major in Speech, 1950-1962." Unpublished Master of Science in Education thesis, 1964. Text 57 pp.; bibliography 1 p.; appendix 11 pp. Manuscript available on interlibrary loan: William Allen White Library, Kansas State Teachers College, Emporia, Kansas.

Purpose: (1) To make "a status study of the 1950-1962 Speech majors at Kansas State Teachers College" to determine if they "are putting to use the knowledge and training they have received;" and (2) "to determine what factors, if any, in the teacher's college background might be indicative of future success as a teacher."

Methods: Term, "Speech," includes general speech, drama and stagecraft, and debate. The study is based on 2 questionnaires. One questionnaire, sent to the graduates, was designed to reveal: their careers since graduation, their current academic levels, types of classes they teach, their advanced degrees, their membership in professional organizations, a comparison of male and female salary scales, and those who had never taught or who had quit teaching. Second questionnaire, sent to those administrators in Kansas under whom the graduates had taught or were teaching, was designed to obtain the administrator's evaluation of the graduate's teaching effectiveness. Each graduate's college background was determined through investigation of the College's student records, which revealed: overall grade point average and Speech grade point average; membership in honorary, fraternal and professional organizations; general honors and Speech honors; participation in general activities and in Speech activities.

Features: Majority of graduates considered in the study were teaching at the secondary level. Results of study are tabulated as well as discussed in text.

Other studies in this bibliography which deal with teacher training and teacher certification are:

Barner, John C. "Secondary School Theatre in Pennsylvania and the Training of its Teachers." (II)

Stevens, Harold K. "A Survey of Drama Curriculums, Programs and Facilities in Washington Colleges and High Schools." (II)

IX. CHILDREN'S THEATRE

This section of the bibliography contains all those studies which deal with Children's Theatre in relation to any or all of grades seven through twelve.

Barkley, Mary Martha. "A Survey of the Organizational Procedures as Practiced by a Selected Group of Children's Theatres in the Los Angeles Area." Unpublished Master of Arts thesis, 1952. Text 91 pp.; bibliography 6 pp.; appendix 17 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . (1) to give the origin and a brief history of the Children's Theatre Movement in the United States, with special reference to its educational and social values on the adolescent; and (2) to obtain, by means of personal interviews, a brief history and the organizational procedures practiced by a selected group of successful Children's Theatres in the Los Angeles area."

Methods: "Children's Theatre" is defined to include "theatre in which audience and actors are children" and also, to theatre using adult actors in performances for children. In first major consideration, writer presents: (1) discussion of the origin of Children's Theatre; (2) "brief sketches about the Children's Theatres in all parts of the world;" and (3) discussion of the Children's Theatre Movement in the United States. Second major consideration "deals with the development of social and educational standards by the Children's Theatre Movement." Finally, writer devotes 7 chapters to description of each of the following types of Children's Theatre organizations found in the Los Angeles area: "Civic, College and University, Community, Public High School, Private Studio, Professional, and Public Recreation Department." These descriptions, based on writer's personal interviews with representatives of each of the 7 types of organizations, include information on the following: origin of organization, sponsors, qualifications for membership, purposes, fulfillment of purposes,

deficiencies in organization, control of productions, selection of plays, number and types of plays produced, qualifications of production personnel, production facilities, types of audiences and their reactions, admission charges, "attitudes and impressions" of actors.

Features: Appendix includes "a selected listing of good Children's plays." The listing contains titles of 53 plays and brief information on plot, characters, settings, playing time, and audience appeal.

Buseick, Robert Reid. "A Creative Approach to the Writing of a Children's Play and a Directorial Production Manual and Prompt Book for a New Play, Androcles, The Prince That Became a Lion." Unpublished Master of Fine Arts thesis, 1964. Introductory remarks 8 pp.; text 116 pp.; appendix 47 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Portland Library, University of Portland, Portland, Oregon.

Purpose: Purpose seems to be to write a play for children which will "possess enough of the elements from each period of development to appeal to that wide and inclusive span found in the six to twelve age groups," and which will "meet the demands and the needs of children as they exist in the theatre designed for children."

Methods: "Children's theatre" is defined as "theatre designed for children" where performances are given for children, not by children. First part of thesis contains discussion of: (1) the characteristics of children at each age level from 6 to 12 as related to their needs in theatrical productions; (2) the method used in writing the play; (3) writer's concepts of adapting George Bernard Shaw's play, Androcles and the Lion, into the children's play, "Androcles, The Prince That Became a Lion;" and (4) writer's problems in directing the play which was performed in 1963. Second part of thesis contains the original script and prompt book for the production.

Features: Especially applicable to this bibliography is writer's discussion of the characteristics of the junior high school, or 12 year old, student. Prompt book contains blocking and technical cues. Appendix contains ground plans, discussion of costumes and colored costume plates and pictures, and lists of properties and set pieces.

Kottke, Theodore G. "Children's Theatre Produced by the Secondary School for the Elementary School." Unpublished Master of Arts thesis, 1963. Text 99 pp.; appendix 11 pp. Manuscript available on interlibrary loan: Hawley Library, State University of New York, Albany, New York.

Purpose: Purpose seems to be to show "that through diligent planning, observation and evaluation the secondary school can successfully produce children's theatre."

Methods: Study is a description and evaluation of a secondary school production of the play, King Midas and the Golden Touch by Charlotte B. Chorpenning. The play was produced by writer's dramatics class and "trouped and played to nine area elementary schools." The project was undertaken because of writer's belief in its educational values to his students who would be performing in a variety of situations, and to the younger students who would be exposed to the "formal methods of live theatre as compared to other forms of dramatic arts." Details of planning the project are described in terms of: writer's choice and interpretation of script, design and construction of set and special effects, casting and rehearsal, publicity, production costs, the schedule followed by the touring troupe on a production day, the arrangements which were made to present the production in the area elementary schools. Evaluation of the success of the project is based on reactions of the elementary school children, elementary school teachers and principals, the student actors, and the writer-director. Evaluation of the elementary children's reactions is based on a record kept by the production manager of audience response to specific scenes at each performance of the production. Teachers, principals and student actors submitted written evaluations. Writer-director evaluates the project according to the success of each performance and then according to his overall evaluation of the project.

Features: Included in the study is the production prompt book containing indications of blocking, lighting and sound cues, and writer's "running interpretation of the play." Also included are production plots for lighting, properties, costumes, make-up, choreography, sound and music.

Kremer, Lester Roland. "Children's Theatre as Produced by High Schools." Unpublished Master of Arts thesis, 1956. Preface 11 pp.; text 93 pp.; appendix 15 pp. Manuscript available on interlibrary loan: University of South Dakota Library, University of South Dakota, Vermillion, South Dakota.

Purpose: ". . . to discover whether they [high schools] are using methods and producing plays that are a credit to Children's Theatre."

Methods: "Children's Theatre" is defined as "theatre produced by older children for their younger brethren," and is briefly described in terms of its origin, development, and

purposes. Examination of high school Children's Theatre projects is based on questionnaire method. Directors in 32 high schools in the United States submitted information on their Children's Theatre projects as well as evaluations by students who had performed in their productions and elementary principals and teachers who had seen the productions. The projects of 12 of these schools, plus the project at Washington High School, Sioux Falls, South Dakota, are examined in terms of origin and current organization, types of plays produced, staging, attendance, finance, admission charges, publicity, chaperons, advantages and disadvantages, attitudes of directors, attitudes of performing students, attitudes of elementary principals and teachers, and community support. Information on Children's Theatre projects in all 32 surveyed schools is summarized according to evaluations by directors, by performing students, and by principals and teachers in elementary schools.

Features: Examination of projects of the 12 schools--in Texas, Idaho, Utah, Minnesota, Wisconsin, Illinois, Indiana, Virginia, Delaware, and Pennsylvania--and of Washington High School illustrates how Children's Theatre projects affect the schools' total dramatics programs. Appendix contains production pictures and "promotional exhibits" of projects of some of the surveyed schools; and a list of plays produced by the 32 surveyed schools.

Leech, Robert Milton. "Education Through Theatre For Children." Unpublished Doctor of Philosophy dissertation, 1962. Preface 1 p.; text 163 pp.; appendix 20 pp.; bibliography 7 pp. Written at University of Texas; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$2.75 plus postage.

Purpose: "This investigation proposes the following procedure:

- (1) to examine the historical and philosophical development of the movement in children's theatre in Europe, Asia, and the Far East in order to take a more detailed look at the beginning and growth of the activity in the United States;
- (2) to survey the literature in the field which deals in the main with 'theatre for children';
- (3) to show the development of theatre for children in the Region V Children's Theatre Conference, (Louisiana, Arkansas, Oklahoma, New Mexico, and Texas) and the development of an eight year program at Texas Western College in El Paso; and
- (4) to present a complete production script and performances of an original play for children."

Methods: Writer considers "theatre for children" to mean that children participate as audience members "in a play written, directed, designed, and acted by adults for children." In first major consideration, writer describes children's theatre movements "of the Far East, Asia, and Europe;" then he describes "the history and philosophy of children's theatre in the United States, where it has been a twentieth century movement." Second consideration contains writer's review of literature on theatre for children. In third major consideration, writer describes development of children's theatre in 27 schools and organizations of the Region V area and in Texas Western College. Descriptions contain philosophies and histories of children's theatre productions; descriptions are based on response to writer's questionnaire survey. Final major consideration contains script of writer's "original play for children" which "was written, designed, directed, and acted for six child audiences with specific purposes in mind which would increase the cultural and social awareness of these audiences." Also presented in final consideration is writer-director's discussion of his approach to the play in which he discusses theme, style, characterization, rhythm and mood.

Features: This study does not deal specifically with high school theatre arts. However, in writer's survey of schools and organizations in Region V, there is some indication of high school productions of children's theatre.

Prins, Ruth Balkema. "Children's Theatre Workshop." Unpublished Master of Arts thesis, 1952. Text 153 pp.; appendix 55 pp.; bibliography 6 pp. Manuscript available on interlibrary loan: University of Washington Library, University of Washington, Seattle, Washington.

Purpose: Purpose seems to be to present materials for use in "a training program for children in theatre."

Methods: Study is introduced with discussions on: (1) the purpose and types of Children's Theatre; (2) the educational, psychological, sociological, and cultural values children receive from Children's Theatre; and (3) the factors to be considered when directing a Children's Theatre production. These factors include: selecting script, selecting cast, developing characterizations, planning grouping and movement, and planning settings and costumes. Majority of text is devoted to materials to be used in training children in speech and acting. Materials for speech are grouped according to the following age levels: kindergarten, grades 2-4, grades 5-6, junior high, and senior high school. Each of these groupings contains discussions of major characteristics of the age level, and

exercises for laterals, placement and consonants, sibilants, coordination and cooperation, nasality, vowels, pitch, rhythm, resonance, and breathing. Materials on training children in acting are grouped according to the following phases of acting: sensibility, observation, imagination, concentration, bodily dexterity, and period movement. Specific exercises and activities are discussed for each of these phases.

Features: Appendix contains: "Sample Lesson Plans for Each Age Level," a "Music Bibliography," and annotations on 10 3-act and 8 1-act plays which writer has "directed and found successful." The annotations are grouped according to plays for the elementary and junior high levels, and each annotation contains the following information: title, playwright, publisher, royalty, playing time, number of characters; writer's comments and suggestions on staging, costuming, and music, and writer's comments on the play as a whole.

Roberts, Catherine Fahey. "A Concept for Children's Theatre, Production in the Greater Portland Area, and a Directorial Production Manual and Prompt Book for a New Play The Moon Princess." Unpublished Master of Fine Arts thesis, 1961. Introductory remarks 4 pp.; text 150 pp.; appendix 9 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of Portland Library, University of Portland, Portland, Oregon.

Purpose: Purpose seems to be: (1) to emphasize the values of children's theatre and the need for more work to be done in the field; and (2) "to write and produce for students in either high school or college age that they may act in theatre for an audience comprised of children from the ages of six to twelve."

Methods: "Children's theatre" is defined as that which involves theatrical productions performed by adults or high school students for children. First part of thesis, devoted to values of children's theatre and need for its continued development, is divided into 3 considerations: (1) the historical background of children's theatre--its origin and the organizations which have contributed to its development up to the current time; (2) the need for further work in the field, as illustrated by a questionnaire survey of 18 secondary schools in the greater Portland area which was conducted to determine the extent of secondary school activity in children's theatre during a 5-year period; (3) a discussion of 6 specific benefits of "theatre designed for children." Second part of thesis contains: (1) discussion of writer's concepts of writing and directing "The Moon Princess," (2) the "directorial problems" involved in producing the play which was per-

formed for 15 different children's audiences; (3) the script and prompt book for "The Moon Princess."

Features: Prompt book contains blocking and technical cues. Appendix contains discussion of the production's costuming and make-up, and colored production pictures.

Another study in this bibliography which deals with Children's Theatre is:

Dunning, Florence M. "A Prompt Book for a High School Production of The Clown Who Ran Away." (VI)

X. CREATIVE DRAMATICS

This section of the bibliography contains all those studies which deal with Creative Dramatics in relation to any or all of grades seven through twelve.

Burkart, Ann Kammerling. "A Preliminary Bibliography for Creative Dramatics." Unpublished Master of Arts thesis, 1958. Text 55 pp.; bibliography 1 p.; appendix 7 pp. Manuscript available on interlibrary loan (non-circulating during summer months): Ohio State University Library, Ohio State University, Columbus, Ohio.

Purpose: ". . . (1) to locate available literature relative to creative dramatics (2) to establish suitable criteria and standards for evaluation of literature (3) to analyze and annotate the literature for a selected bibliography in terms of the established criteria."

Methods: Available literature was located through examination of 5 periodical indexes, a bibliography on creative dramatics published in the ETJ in 1955, "textbook bibliographies and supplementary bibliographies from creative dramatics courses and workshops." A questionnaire, which was "sent to ninety-one colleges and universities offering courses in creative dramatics," was the source for the bibliographies from creative dramatics courses and workshops. The questionnaire also requested information "concerning emphasis, stress, scope and approach used in presenting creative dramatics at the instructional level;" this information was the source for "the establishment of the criteria, standards, and the final evaluation and selection" of literature for the writer's bibliography. Writer's bibliography contains 4 divisions, whose titles represent the major areas of creative dramatics emphasized in the literature in the bibliography: Creative Expression, Instructional Technique, Child Drama, and "Therapeutic" Benefits. Each division contains analysis of the area emphasized in the literature and a bibliography of books, articles and unpublished research. Books and articles are annotated with one or two statements which "relate the pertinence of the material to the

major area it emphasized." Unpublished research is not annotated.

Features: Some elements of criteria and standards, which the literature had to meet for inclusion in writer's bibliography, were: to be primarily concerned with children of from "pre-school age through high school," to be "readily available to the majority of persons," and to "contain a predominate emphasis in creative drama."

Doolittle, Joyce. "Fifty Stories for Creative Dramatics." Unpublished Master of Arts thesis, 1955. Text 95 pp.; bibliography 1 p.; appendix 1 p. Manuscript available on interlibrary loan: Indiana University Library, Indiana University, Bloomington, Indiana.

Purpose: ". . . to add to the material available in existing texts on creative dramatics by gathering into one volume a summary and analysis of a large number of stories which have not heretofore been recommended for use in creative dramatics but which meet the special requirements of the field." And "to provide for each story a brief analysis designed to facilitate the leader's use of the story for playmaking."

Methods: An 8-point criteria for selecting the stories to be analyzed was formulated from writer's research of authorities in the fields of Children's Theatre and creative dramatics, and "from the writer's own experience" as a director of creative dramatics. The significance of each point of the criteria is explained. Based on this criteria, fifty stories--from the "more than three thousand children's stories" read by the writer--were found suitable for activities in creative dramatics. Each of these stories is analyzed according to the following form: title and source, theme or central idea, brief synopsis of plot, listing of characters, suggested activity pantomimes, suggested mood or change-of-mood pantomimes, suggested number of scenes, and additional comments--ideas regarding some of the stories which are not covered in any of the other categories. Analyses of the stories are arranged according to age groups: five to seven years, seven to nine years, nine to twelve years, and twelve to fourteen years. The major characteristics of stories for these age groups are explained.

Features: Definitions, goals, and history of development of creative dramatics are discussed in first chapter. Suggestions on how to use the analyzed stories and how to introduce creative dramatics to children inexperienced in such activities are also discussed. Although not specifically geared to secondary school theatre arts, the study is shown to be applicable to this area when writer suggests the various

situations where creative dramatics activities may be used.

Hertneky, Judith Case. "Survey of the Developments and Adaptations of Informal Drama." Unpublished Master of Arts thesis, 1961. Text 99 pp.; bibliography 8 pp. Manuscript available on interlibrary loan: Kansas State University Library, Kansas State University, Manhattan, Kansas.

Purpose: ". . . to survey through a review of literature the developments and adaptations of the basic techniques of informal drama which have been made in education, recreation, research, and therapy."

Methods: "Informal drama" is defined "as drama in which action, words, and movements emerge spontaneously from the actors." The survey of literature in the field contains descriptions of the work of Dr. J.L. Moreno of Vienna, Austria; and shows his work to contain the foundations of informal drama. Other literature surveyed in the study presents descriptions of the forms that have evolved from Dr. Moreno's work in informal drama--creative dramatics, psychodrama, sociodrama and role playing. These forms are further described according to how they have been adapted, to all age levels, "in the areas of education, recreation, research and therapy."

Features: While not specifically geared to secondary theatre arts, study points out aspects of the various forms of informal drama which would be valid considerations of the secondary school theatre arts teacher--especially in the areas of creative dramatics and role playing.

McCormick, Betty Dain. "A Creative Interpretation of the Book of Judith, A Recital." Unpublished Master of Arts thesis, 1958. Text 75 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: University of Pittsburgh Library, University of Pittsburgh, Pittsburgh, Pennsylvania.

Purpose: ". . . to record the creative development of a recital based on the Book of Judith in the Old Testament, interpreted through music, drama, and dance."

Methods: Recital was developed by a group of girls of freshmen through senior high school level under the guidance of the writer, who acted as "coordinator" for the project. Initial consideration is given to discussion of the principles of creativity and interpretation--in music, drama, and dance--as the writer applied them to the project. Description of the project includes discussion of: (1) the basic fundamentals and techniques of "Creative Dramatics,

Eurhythmics, Creative Song, Oral Interpretation, and Choral Speech;" (2) writer's use of the above techniques as preliminary training in the project; (3) the "step by step account" of how the recital was developed--from the preliminary training through analysis of the Judith story, editing the script, staging, and production. The whole project spanned "a four week period involving forty-eight hours of extracurricular time including the presentation itself." The recital "was planned and executed as a 'no-budget' presentation" and "was not intended to produce a finished performance in the usual sense." Writer indicates how much time was devoted to each phase of the project. Following description of the project is the promptbook of The Judith Story which includes the script, stage directions, interpretation notes, the music and dance "legend," costume sketches, set designs, and light plot.

Features: All elements of the recital--casting, direction, choreography, music, staging--were controlled by the group. Writer indicates the particular success of the student casting.

Piquette, Julia Camilla. "A Survey of the Contemporary Outlook Relative to the Teaching of Creative Dramatics as Evidenced in Selected Writings in the Field, 1929-1959." Unpublished Doctor of Philosophy dissertation, 1963. Text 178 pp.; appendix 8 pp.; bibliography 2 pp. Written at Northwestern University; microfilm copy available on purchase from: University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan. Cost: \$3.00 plus postage.

Purpose: ". . . to clarify the definition and concept of creative dramatics through an examination of the ten books and selected periodical articles."

Methods: Text contains writer's evaluation of: (1) "ten books in the field of creative dramatics published between 1929 and 1960;" and (2) selected articles from English, Drama, Speech, and Education journals and from Recreation magazine. Evaluation is based on the following premises: (1) "that Winifred Ward was the first person in the United States to designate this kind of dramatic activity as 'creative dramatics' and to use it extensively in the elementary and junior high schools;" (2) "that since her influence has had the most far-reaching effect on the methodology, she is considered the foremost authority;" and (3) "that creative dramatics must be considered as an end in itself as well as a part of the total creative process." Through evaluation, writer seeks answers to the following questions: (1) "What is the content of the ten books and how do they compare with each other?" (2) "What changes have occurred in Ward's philosophy and

approach as revealed by her three major books?" (3) "Which sources reflect deviations from Ward's concept, procedures, and materials; what specifically are these deviations; and what is their significance?" (4) "Which sources more consistently reflect the creative aspects of the discipline as defined in this paper?" and (5) "Into what categories of usefulness do the surveyed books and articles fall?" Contents of the 10 books are "surveyed in order to find

1. definitions and concepts which have been directly stated and/or implied
2. methods and procedures used to motivate and develop the activity
3. materials used for dramatization such as music (live and/or recorded), prose and poetic literature, individual and group experience situations as well historical and social situations
4. the role of the teacher in motivating and guiding the activity
5. the role of the pupil both as a player and an observer
6. the use of the activity in terms of where used and how used
7. the kind of audience present during dramatization
8. the stated results of the activity or the 'finished' product."

Features: Some, not all, of the surveyed books and articles deal with the junior high school level. Appendix contains "a descriptive bibliography of books and articles categorized according to subject."

Shields, Viola Manville. "A Plan for Integrating Creative Dramatics into the Secondary School Program." Unpublished Master of Arts thesis, 1954. Text 62 pp.; bibliography 8 pp.; appendix 9 pp. Manuscript available on interlibrary loan; University of Virginia Library, University of Virginia, Charlottesville, Virginia.

Purpose: ". . . to show how creative dramatics may be integrated into the secondary school program."

Methods: The forms of creative dramatics are discussed as well as "the values of creative dramatics as a meaningful learning experience in the adolescent's social, emotional, and intellectual growth." Creative dramatics, as part of the high school curriculum, is discussed in terms of how it "gives meaning to subject matter," the major parts of the creative dramatics method, and the duties of the leader or teacher in conducting and evaluating creative dramatization. Creative dramatics in the extra-curriculum is discussed in terms of how it can be applied to the following activities: student government, guidance programs, clubs, formal drama, variety shows, and assembly programs.

Features: "Appendices consist of a short bibliography on creative dramatics and suggestions for creatively dramatizing some of the subject materials used in the formal class."

Other studies in this bibliography which are related to Creative

Dramatics are:

Ferguson, Margaret Ellen. "A Creative Dramatics Project for Children of the Junior High School Level." (IV)

Weisman, Helen T. "Dramatics in the Development of the Child and Adolescent." (II)

XI. ORIGINAL PLAYS AND ADAPTATIONS

This section of the bibliography contains those studies which provide scripts of adaptations and original plays written for the secondary school level.

Brady, Paul. "The Development and Manuscripts of Two Original Plays for Children: 'Huck Finn' and 'Kevin's Wee-Folk Tales'." Unpublished Master of Science thesis, 1963. Text 236 pp.; appendix 17 pp.; bibliography 1 p. Manuscript available on interlibrary loan: Southern Illinois University Library, Southern Illinois University, Carbondale, Illinois.

Purpose: Purpose seems to be: "to achieve the satisfaction that any original work affords its creator;" to "write children's plays . . . in the hope that the plays will be produced elsewhere and that they will provide enjoyment to others;" and to describe the development of the plays in the "hope that future writers of children's plays . . . will be able to foresee some of the problems that were encountered by this writer and, thus, profit in their own work."

Methods: Major portion of text is devoted to the manuscripts of the 2 plays. "Huck Finn," a 3 act play with 12 characters plus extras, is the writer's adaptation of 3 "episodes" from Mark Twain's The Adventures of Huckleberry Finn. It is written for children of 5th to 8th grade level. "Kevin's Wee-Folk Tales" is composed of 3 playlets based on stories in William Butler Yeats' Irish Folk Stories and Fairy Tales and Devin A. Garrity's Irish Stories and Tales. Two playlets contain 8 characters each; third contains 7 characters. "Kevin's Wee-Folk Tales" is designed for children from 6 to 10 years of age. Preceding each manuscript is writer's discussion of its development "from scenario to final playscript." Following each manuscript is writer's evaluation of its production as done by the Southern Illinois University Touring Theatre. Each evaluation considers audience reactions, technical aspects, and director, cast and technical staff.

Features: Both plays were written with consideration given to the unique conditions of a touring situation. "Some of these conditions are: a different stage for almost every performance, auditoriums that cannot be darkened for the performance, a restricted cast size, and settings that have to be compact."

Chamness, Allen Foster. "An Adaptation of The Miser for High School Production." Unpublished Master of Arts thesis, 1958. Text 107 pp.; bibliography 2 pp. Manuscript available on interlibrary loan; University of Denver Library, University of Denver, Denver, Colorado.

Purpose: ". . . first, to prepare an adaptation of Moliere's The Miser suitable for presentation by a high school to its usual audience; and secondly, to present background material and specific suggestions that will enable the director to achieve as much of the style of the original production at the court of Louis XIV as is possible, keeping in mind the tastes of modern audiences."

Methods: Initial consideration in text concerns "background material"--discussions on Moliere's life and career, and on various professional productions of The Miser; analysis of the play; and discussion of writer's considerations when adapting the play. Writer's adaptation, included in the text, is characterized by 2 acts instead of the original 5 act form, and by "the shortening of lengthy and repetitious speeches." Following the script "is a short discussion of the production elements including suggestions for scenery, costumes, and music."

Features: Writer's suggestions for blocking and for music and lighting are listed for each page of dialogue.

Jensen, Leanne Elinore. "A Study of the Production of Three Original One Act Plays at Lincoln Southeast High School." Unpublished Master of Arts thesis, 1963. Text 71 pp.; bibliography 1 p.; appendix 85 pp. Manuscript available on interlibrary loan; Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: ". . . to: 1. produce three original one-act plays at Lincoln Southeast High School, 2. evaluate their success and 3. give some indication of whether the secondary institution theatre provides a fortunate environment for the production of previously unproduced plays."

Methods: Writer produced 3 original one-act plays which she classifies as a satire, a tragicomedy, and a comedy. The plays were performed by high school students in a one-evening production in 1963. The 3 scripts are analyzed according

to type, structure, and elements of plot, character, and language. Technical aspects--scene design, light plots, costume and make-up plots, property plots, and sound--of writer's production are described. Points 2 and 3 of the stated purpose are determined through analysis of written statements submitted by a panel of critics who were invited to the production and "asked to write their spontaneous reactions to the plays." The panel consisted of the playwright, "high school teachers, parents of the high school students, administrators in the Lincoln Public Schools and individuals trained in the field of theatre." The panel's reactions to the plays, acting, technical aspects and direction are analyzed in text and tabulated.

Features: Appendix contains: scripts of the 3 plays, colored sketches and floor plans of the scene designs, light plots, property plots, colored costume sketches, and the critics' written statements.

Kessell, Edward. "The Development and Manuscripts of Two Original Plays for Children: 'Sir What's-His-Name' and 'The Golden Mask'." Unpublished Master of Fine Arts thesis, 1960. Introduction 5 pp.; text 223 pp.; appendix 3 pp. Manuscript available on interlibrary loan: Southern Illinois University Library, Southern Illinois University, Carbondale, Illinois.

Purpose: ". . . is dominated by the challenge that any original work affords its creator. . . . This thesis presents an opportunity to prove and improve this author's skill as a creative writer. . . . In presenting the developmental processes involved in each of these plays, the present writer hopes that other playwrights, interested in writing for children, will reap some benefit from the mistakes he has made and will thus be able to avoid similar pitfalls."

Methods: Major portion of the text is devoted to the manuscripts of the two plays. "Sir What's-His-Name," a two-act comedy containing 14 characters plus extras, is the story of a knight--"whose name no one has reason to remember"--who "is sent on a mission to destroy a villain who is threatening his kingdom." Writer proposes that it will appeal to children between the ages of 7 and 11. "The Golden Mask," a two-act mystery-comedy with 15 characters, is the story of how a young apprentice regains a stolen "sorcerer's mask that possesses great powers." The play is intended to appeal to children between the ages of 8 and 13. Preceding the manuscript of each play is discussion of each scene of each act of the play--summaries of the original scenarios and the revisions which were made in developing the final script.

Features: "Sir What's-His-Name" was produced "by the university theatre at Southern Illinois University in January, 1960." Following the manuscript of the play is writer's evaluation of this production according to "audience response, and clarity of plot and mood." Brief mention is also made regarding the technical aspects, and "the human element involved in the production: the director, the cast, and the technical staff."

Lautenschlager, Peggy. "'A Tractor for Nicky': A Creative Thesis in Playwriting." Unpublished Master of Arts thesis, 1962. Introduction xv pp.; text 53 pp.; appendix 5 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: Brigham Young University Library, Brigham Young University, Provo, Utah.

Purpose: ". . . to write a dramatization of the children's book, "The Adventures of Nicolas", as a contribution to the dramatic literature for children that is both educational and entertaining."

Methods: "A Tractor for Nicky" is a dramatization of the book, The Adventures of Nicolas, which was written by James Mitchell Clark for the purpose of teaching children "about Mexico by means of the story of one Mexican boy." The play, written in 3 scenes, takes place in a small Mexican village, has a cast of 13 speaking characters and an unlimited number of minor walk-on parts. The main character, Nicolas, is a 12 year old boy who aspires to help not only his own family but all the villagers. The thesis introduction includes description of how the dramatization was developed from the book, what problems were encountered in writing a play that would be both educational and entertaining for children, and what productions of the dramatization were performed. Main part of thesis is the playscript which is followed by a glossary of Spanish words and a listing of Mexican customs employed in the play, as well as suggestions on how to simplify or modify the described setting.

Features: A dramatization of the script was performed by writer's 7th grade class for an audience of 4th, 5th and 6th grade students. Writer suggests that the script could also be performed for audiences of 6th, 7th and 8th grade students who are involved in more advanced language programs. She further suggests that the "script could be translated into Spanish, or could prove valuable as research material for studying Mexican customs."

Pandya, Chandrika Manhar. "'Padmini, The Fair Queen of Chitor': An Original Play for High School Children." Unpublished Master of Arts thesis, 1949. Introduction xiv pp.; text 63 pp.; appendix 25 pp.;

bibliography 2 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: Purpose seems to be to write a play for teenagers which could be produced in India "to remind youngsters of India of their own heritage;" and which could be produced elsewhere "to make youngsters of other nations acquainted with the culture, ideas and ideals of a country which is one of the most ancient countries of the world and which has a message to give."

Methods: Play is based on an actual incident in the history of medieval India--the siege of Chitor. Imaginary characters are added to the plot to enhance the personalities of the real characters as well as the historical event. The play is written in 3 acts and contains 19 characters. The main character, Queen Padmini, leads her people in accepting death over submission to the invading tyrants. The main objective of the play is that of "emphasizing the value of honor against slavery of spirit."

Features: Introduction gives historical background of the play. It also contains discussion of basic problems and needs of the adolescent and of how the play can meet these needs by encouraging him to use his imagination and at the same time discriminate between right and wrong. Writer believes the story of Padmini to have "all the qualities of a perfect romance"--chivalry, heroism, spirit of adventure, self-respect, and self-sacrifice. Appendix contains complete production notes: scene plot, floor plans, set designs, color plan, costume plates and properties.

Other studies in this bibliography which contain scripts of original plays or adaptations are:

Buseick, Robert Reid. "A Creative Approach to the Writing of a Children's Play and a Directorial Production Manual and Prompt Book for a New Play, Androcles, The Prince That Became a Lion." (IX)

Leech, Robert Milton. "Education Through Theatre for Children." (IX)

Pease, Richards Kenneth. "Period Plays for Secondary Schools." (II)

Roberts, Catherine Fahey. "A Concept for Children's Theatre, Production in the Greater Portland Area, and a Directorial Production Manual and Prompt Book for a New Play The Moon Princess." (IX)

XII. DESIGN

This section of the bibliography contains those studies which deal with the problems and possibilities of designing secondary school theatre productions.

Butzier, Kenneth Gardner. "An Evaluation of Technical Problems Encountered in a Period Revival at State College High School, Cedar Falls, Iowa, of Oliver Goldsmith's She Stoops to Conquer." Unpublished Master of Science thesis, 1963. Text 34 pp.; bibliography 2 pp.; appendix 21 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$3.69.

Purpose: Purpose seems to be to report on the technical aspects of a production of She Stoops to Conquer in order to prove "that this type of revival would be possible in many high school situations."

Methods: Study is based on a 1962 production of She Stoops to Conquer in a 4 year high school which is the laboratory school of the State College of Iowa. The play was chosen for production for the following reasons: (1) Students at State College of Iowa, who were preparing to teach high school drama, could "see that a revival of a classic is not beyond the reach of the average high school." (2) The production would serve "to broaden the theatre horizon" of the high school students in the audience and those involved in the production. (3) The production would provide "opportunities for creative work to the students" and the writer. (4) The production could serve the laboratory school's "attempts to keep the standard of curricular and extra-curricular endeavor as high as possible." In first major consideration, writer presents "brief comments on the technical aspects of Georgian theatre productions." Secondly, writer describes the materials with which he worked--"the physical plant, the available equipment, and the students who carried the load of producing the play." Third consideration contains writer's discussion of his major problems in designing the settings, lights, properties and costumes; and he describes how he solved each problem. Writer's production

design features an added forestage, a false proscenium, and a specially designed front curtain, as well as 3 sets "which were in a style similar to the period of the play." In addition, some of the period costumes were designed by the writer and constructed by his students.

Features: Appendix includes several scale drawings, water color renderings and pictures of the sets and costumes. However, microfilm reproduction of these illustrations is not distinct.

Cook, Joel Steven. "Technical Aspects of the Production of Musical Comedies in High School and College--Illustrated by Productions of Oklahoma! and Annie Get Your Gun." Unpublished Master of Science thesis, 1959. Text 83 pp.; bibliography 1 p. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$4.81.

Purpose: Purpose seems to be to illustrate, with specific examples, that production of a good musical comedy "need not be abandoned because a school's facilities are more limited than those used for the original Broadway production."

Methods: Study is primarily based on writer's description of productions of Oklahoma! and Annie Get Your Gun by high school and college groups. The two shows were produced by both the University of Wisconsin and West Bend High School in West Bend, Wisconsin. Writer first describes the university production of Oklahoma!, scene by scene, in terms of set design, lighting and scene changes; and then he describes the high school production of the show in order "not only to contrast high school and college musicals but also to outline the differences (and similarities) between a production limited by budget and facilities and one done with a minimum of restrictions." The same type of description is presented for productions of Annie Get Your Gun by the 2 schools. In addition to detailed description of productions by these 2 schools, writer presents brief descriptions of the staging of Oklahoma! by Oregon State College and by Highland Park High School in Highland Park, Illinois; and the staging of Annie Get Your Gun by Monona Grove High School in Madison, Wisconsin and by Manitowoc High School in Manitowoc, Wisconsin.

Features: Study contains several illustrations (programs, diagrams, renderings, and photographs) of productions of all the schools. However, microfilm reproduction of renderings and photographs is not distinct.

Mauer, Ernest John. "The Designing and Staging of a High School Production of The Taming of the Shrew." Unpublished Master of Arts thesis, 1954. Text 219 pp.; bibliography 2 pp.; appendix 16 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: Purpose seems to be to discuss the designer's problems regarding the production of The Taming of the Shrew. In the introduction, writer emphasizes 3 needs which dramatic offerings in the high school program should strive to fulfill: "first, it should provide an outlet for serious theatrical efforts both for students and adults especially if such opportunity is not already offered in the community; second, it should provide students with special talents and interests the opportunity to display them; and third, it should provide the school with a large project to serve as a vehicle for extensive interdepartmental collaboration involving as many departments as possible." In terms of designing and staging, the writer points out how the production of The Taming of the Shrew fulfilled these needs.

Methods: In a large city high school situation, where there is both a director of dramatics and a production designer, writer describes the work he performed as designer for the school's production of The Taming of the Shrew; and he presents theories of design which influenced his own work. Theories of design are presented in writer's discussion of "the role of the designer in the production" and the "general problems related to production in high school;" and the demands made on the designer by the playwright, script, director, and stage. How the writer planned and executed his design of the production--setting, lights, costumes--is described in text as well as illustrated in detailed work drawings and sketches, light plots, costume sketches and costume swatches, and pictures. Also included in the text of the thesis is the script of The Taming of the Shrew with the technical cues indicated.

Features: Writer emphasizes the importance of preparing a model of the proposed setting which can be used by the student crews responsible for building and painting the set, and which also can be of value to the director in acquainting his actors with "the actual appearance and layout of the set.

Sinkkonen, Eric Edward. "A Design for a Multi-Purpose Unit Set." Unpublished Master of Arts thesis, 1961. Text 35 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: San Francisco State College Library, San Francisco State College, San Francisco, California.

Purpose: ". . . to present a design for a multi-purpose unit set."

Methods: The multi-purpose set is designed to contain "inter-changeable sections," all of one neutral color, which will provide "maximum flexibility and economy" in repeated use. The various sections--flats, window flats, fireplace flats, header flats, parallels, and step units --are illustrated, and discussed in terms of number required, dimensions, variations, and possible uses. Although construction of individual sections is not discussed, comments are presented on types of materials used in constructing the various sections and on "some special problems in building." Flexibility of the designed set is illustrated through: (1) writer's comments on how properties and lighting, designed for specific productions, can provide detail to the multi-purpose sections; and (2) writer's "examples"--12 colored elevations and corresponding ground plans--of various arrangements of the sections. These examples "are not for any specific production, but are only used as samples of balance and arrangement."

Features: Although the multi-purpose set was designed specifically for a theatre at San Francisco State College, writer points out that it could be adapted for use on other stages, and that "instructors on the high school level" have expressed a need for such a set.

Smith, Joyce S. "Rip Van Winkle in High School--Three Stages." Unpublished Master of Science thesis, 1961. Text 28 pp.; appendix 1 p.; bibliography 1 p.; portfolio 11 pp. Manuscript available on inter-library loan: Hawley Library, State University of New York, Albany, New York.

Purpose: ". . . to show how Rip Van Winkle can be designed on the proscenium, arena and open stage illustrated by a series of ground plans and colored drawings."

Methods: Major considerations of the text include: (1) pointing out the values of using 19th and early 20th century drama for high school productions; (2) describing the historical background of the play, Rip Van Winkle; (3) describing the historical background of the time in which the play was written and performed; (4) describing how the play could be performed on either a proscenium, arena, or open stage. This last consideration comprises the major part of the text. Each type of staging is discussed in terms of its general principles and characteristics, and then in terms of how the writer would stage Rip Van Winkle according to those principles and characteristics. Writer's concepts of the 3 different types of staging are

illustrated in a portfolio containing ground plans and colored drawings. The portfolio is separate from the thesis manuscript but accompanies it when the thesis is ordered.

Features: The complete text of Rip Van Winkle, "written by Dion Boucicault and played by Joseph Jefferson," is included at the end of the manuscript. Appendix contains a listing of 16 additional 19th and early 20th century plays which the writer recommends as possible scripts for high school production.

XIII. DIRECTING

This section of the bibliography contains those studies which deal with specific techniques and problems of directing secondary school theatre productions.

Bost, James Stephen. "A Study of Play Directing in the High School Theatre." Unpublished Master of Arts thesis, 1951. Text 95 pp. Manuscript available on interlibrary loan: University of Illinois Library, University of Illinois, Urbana, Illinois.

Purpose: ". . . to acquaint the aspiring director with conditions in the high school theatre and to offer practical, seasoned suggestions on how to produce the high school play with success."

Methods: The theories and practices of 13 high school theatre directors form the basis of the study. The directors were selected for consideration in the study because of their outstanding achievements, over a 10 year period, in the annual Illinois High School Association dramatic festival. The study is treated in 3 parts. Part I, based on consultations with the directors, describes: each director's formal dramatic training and their theories on what constitutes a good dramatic curriculum for prospective directors; the characteristics of each director's individual theatre facilities; their problems of play choice; their methods and procedures of holding try-outs, casting, conducting rehearsals, and developing characterizations. Part II concentrates on the shortcomings of the high school actor, and is based on consultations with the directors and observations that the writer made "while attending the rehearsals of eight of the thirteen directors in the study." Part III, also based on consultations with the directors and observations of their rehearsals, "is devoted to the short-comings of the high school director."

Features: Theories and practices of the 13 directors often represent a variety of approaches to specific problems in directing. Specific examples of directing techniques

and problems are described, and the directors are often quoted directly regarding these factors.

Clark, Vera Fay. "A Discussion of Acting and Staging of Those Shakespearean Comedies Deemed Practical for Production by Secondary Schools." Unpublished Master of Arts thesis, 1961. Text 136 pp.; source list 2 pp.; bibliography 3 pp. Manuscript available on interlibrary loan: University of Washington Library, University of Washington, Seattle, Washington.

Purpose: ". . . to provide for the secondary school director an understanding of those elements not usually evident to the person unschooled in Shakespearean tradition, and to suggest production standards, which, while attainable on the secondary level, are still consistent with good Shakespearean production."

Methods: In introductory chapter, writer briefly discusses the structure and aims of the "typical secondary school drama program;" and the problems in directing, acting and staging of Shakespearean productions in the typical situation. Second chapter contains discussion of reasons for and against selecting Shakespeare's plays for production at the secondary level. In third chapter, writer discusses, in general terms, the elements to be considered in preparing and staging Shakespearean plays; these elements include: the audience, cutting or editing of script, methods of staging, use of properties, and acting styles. Fourth chapter contains discussion of the characteristics of various types of Shakespearean comic characters. In the succeeding 5 chapters, writer discusses the following plays: A Midsummer Nights Dream, Romeo and Juliet, As You Like It, Twelfth Night, and The Taming of the Shrew. In discussion of the plays' plots, themes, and characters, writer is "concerned with bringing to light the oft' neglected comic elements in the plays." Final consideration of the study deals with costuming Shakespearean productions, and it contains drawings of suggested costumes for some of the comic characters discussed in preceding chapters.

Features: Following the study, writer provides a "source list" of "a few books in each general area of production." The list deals specifically with Shakespearean production and covers the areas of staging, acting and costuming.

New, George Raymond, Jr. "Play Production as a Democratic Group Process: Guides and Procedures for the Play Director." Unpublished Doctor of Education project, 1964. Preface iii pp.; text 212 pp.; bibliography 10 pp.; appendix 9 pp. Written at Teachers College, Columbia University; microfilm copy available on purchase from:

University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan.
Cost: \$3.15 plus postage.

Purpose: Purpose seems to be "to develop a comprehensive concept of play production as a democratic group process and to translate it into a set of general guides which an educational specialist, the play director, may find useful in his professional role."

Methods: Study "is based on propositions drawn from studies of group process and social learning and on the methodologies of discussion and guidance;" these are described in first chapter of study. Writer is concerned with "whether in relation to play production as such--based on a formal script, seeking an objective, aesthetic form, and aiming to satisfy an audience--there are good reasons, particularly in educational and recreational settings, for seeking an alternative to the usual authoritarian relationship between director and actors." Remaining 3 chapters of text deal with description and evaluation of a project writer conducted in order to find an answer to this consideration. Project was the production of a play through a "democratic group process," which was conducted in 1962 in a summer camp; it primarily involved the writer--as director, and 13 boys and 10 girls whose ages range from 15 to 18. These adolescents were members of the camp's "Apprentices-in-Leadership Training Program" and had been selected to that group on the bases of "some evidence of ability to participate responsibly in a group living experience away from . . . home and on some evidence of leadership potential." Second chapter contains description of sponsorship, purposes and setting of the camp; the specific organization of the training program in relation to the larger organization of the camp; and the training group's decision to produce a play as one of their camp projects. Third chapter contains description of the play production process in which the director and group employed principles of "democratic group process." Records of the process were kept through (1) tape recordings of planning meetings and of rehearsals, and (2) "a running log kept by the director." Third chapter includes dialogue of some of the meetings and rehearsals (from recordings), and discussions of the democratic principles working in these excerpts, and writer's evaluations of the success of the use of the principles. Final chapter contains evaluations of the process and the production by: (1) the group of adolescents, (2) the director, (3) the adolescents' counselors "who observed them and the process," and (4) the camp's staff members who observed the audience to whom the production was presented. Final chapter is concluded with writer's description of "General Guides and Working Procedures for the Play Director" which were developed through and as a result of the project.

Features: Study does not deal specifically with secondary school. However, age range of the group with whom writer worked is within the secondary school age range.

Sowder, Nancy Boyd. "Selected Principles of High School Play Production for the High School Director." Unpublished Master of Arts thesis, 1959. Text 74 pp.; appendix 15 pp.; bibliography 1 p. Manuscript available on interlibrary loan: State University of Iowa Library, State University of Iowa, Iowa City, Iowa.

Purpose: ". . . 1) to present selected and recognized principles which can be utilized in the production of plays in the secondary school and 2) to give suggestions for play direction based on the utilization of these selected principles."

Methods: Selected principles of play production, which can be "applied specifically to the high school play," are described in 3 chapters. First of these chapters deals with the following "responsibilities which the director faces during the pre-rehearsal period:" play selection, analysis of the selected play, conducting tryouts, casting, planning technical details, and planning the rehearsal schedule. Second chapter discusses the principles regarding the following elements of the rehearsal period: purpose of rehearsals, number of rehearsals and length of each, reading rehearsals, blocking rehearsals, polishing rehearsals, technical and dress rehearsals, conduct of director and students during rehearsals. Third chapter deals with principles regarding the following elements of the technical production: set, costumes and make-up, lights, and props. Following discussion of these principles, writer describes the extent to which she applied each of the principles in her direction of Arsenic and Old Lace in an Iowa parochial high school in 1958.

Features: Study provides an illustration of the application of principles of play production to a situation characterized by limited choice in casting and limited technical facilities.

Wood, Allie Kathryn. "A Handbook for the Inexperienced Play Director." Unpublished Master of Science thesis, 1959. Text 171 pp. Manuscript available on interlibrary loan: William Allen White Library, Kansas State Teachers College, Emporia, Kansas.

Purpose: ". . . (1) to set forth what the basic problems of organizing a play for production are; (2) to suggest a method of dealing with each problem; and (3) to provide information for obtaining theatrical supplies and to provide references to volumes which pursue the study of play directing beyond the scope of this work."

Methods: Major considerations of handbook are: choosing a play, director's preliminary rehearsal and technical planning, casting the play, organizing the backstage staff, the rehearsal schedule, directing the play (from blocking rehearsal to the director's duties between final dress rehearsal and strike), the technical problems, advertising the play, managing the house, and strike. Writer's suggested methods of dealing with production problems include advice on: how to obtain reading copies of scripts and how to order production scripts, how to prepare the prompt book, how to designate duties of staff from rehearsal through production to strike. Each chapter is concluded with a list of references which treat the topic under discussion in detail.

Features: Handbook is designed for the inexperienced play director of the elementary or secondary level who has "need of a simple, easy-to-read guide."

Another study in this bibliography which deals with high school directing is:

Marsteller, Paul N. "Problems and Opportunities of the Rural High School Drama Director." (II)

XIV. LIGHTING

This section of the bibliography contains those studies which deal specifically with stage lighting.

Davis, Jed Horace, Jr. "A Critical Survey of the Stage Lighting Equipment in the High Schools of Minnesota." Unpublished Master of Arts thesis, 1949. Text 84 pp.; bibliography 2 pp.; appendix 17 pp. Manuscript available on interlibrary loan: University of Minnesota Library, University of Minnesota, Minneapolis, Minnesota.

Purpose: ". . . to discover the amount and types of stage lighting equipment in use on the stages of the public high schools of Minnesota, to compare the specifications with those of leading authorities in the field of stage lighting, and to prescribe measures for the improvement of deficiencies."

Methods: Two hundred and thirty-nine junior and senior high schools of the state were surveyed by means of questionnaire, and "classified according to stage size." Author discusses types and sizes of each lighting instrument and its accessories, and points out specifications for their use on each stage size as recommended by stage lighting authorities. Information on equipment of surveyed schools is compared with authorities' recommendations and the discrepancies are discussed.

Features: Study would be of particular interest to those of limited experience in stage lighting, who would be responsible for developing "complete and flexible" lighting lay-outs on an economical basis.

Elmore, John Laverne. "A Proposed Guide for Teaching Stage Lighting in the High School Dramatic Arts Program." Unpublished Master of Arts thesis, 1954. Text 74 pp.; bibliography 4 pp.; appendix 20 pp. Manuscript available on interlibrary loan: University of Southern California Library, University of Southern California, Los Angeles, California.

Purpose: ". . . to develop a unit on stage lighting, particularly applicable to the high school level, which can be used as

one unit in teaching stagecraft."

Methods: First major consideration of study deals with "aims, guiding principles, general teaching procedures, and purposes" of stage lighting in secondary school. Second consideration contains information on the historical development of stage lighting since 1890, and "a survey of the psychological aspects of color." Final major consideration deals with "the utilization of materials in the field of stage lighting." Herein, writer presents "an explanation of basic electrical theory, definitions of specific types of lighting equipment, purposes of light in the field of stage lighting, and a typical method of lighting a stage setting." In his explanation of a method of lighting a stage setting, writer discusses the lighting plan for The Late Christopher Bean as produced at Long Beach State College under circumstances "not unlike those found in many school theatres." The study is designed for those teachers, "untrained in the technical phases of theatre, who find themselves suddenly in charge of the high school play."

Features: Appendix contains: (1) lighting plot and cue sheets for The Late Christopher Bean production; and (2) reference tables which list authors of 13 books on stagecraft and stage lighting and page numbers where specific information can be located on various aspects of stage lighting.

Watts, Billie Dean. "Simplified Lighting for School Plays, Some Examples of Ways of Lighting Plays Using Moderately Priced Equipment." Unpublished Master of Science thesis, 1956. Text 131 pp. Manuscript available on interlibrary loan: William Allen White Library, Kansas State Teachers College, Emporia, Kansas.

Purpose: ". . . to provide several examples of ways of lighting the stage with moderately priced equipment."

Methods: Study is proposed as a "guide to dramatics teachers whose background and training in stage lighting is minimal." Initial consideration is devoted to discussion of: (1) basic elements of electricity--conductors and non-conductors, measurement of electricity, determining circuit capacity, control of power through switches and dimmers; (2) types of stage lighting units--their characteristics, most effective placement, approximate cost; (3) concepts of lighting for play production--general lighting, specific lighting, and use of color in lighting. The major consideration is discussion of how writer designed lighting for 7 one-act plays for "a stage with meager theatrical lighting equipment." Each play is discussed in terms of: type of play (comedy, drama, etc.); size of playing area and type of setting; types of lighting units used and

where they were located; colors used in lighting units; lighting budget for the production; problems encountered and effectiveness of lighting design.

Features: For each play, a floor plan is included to indicate placement of lighting units, and pictures are included to illustrate the differences between "flat lighting" and "planned lighting." Also presented is a listing of theatrical lighting companies who are "willing to furnish anyone interested with one of their catalogues free of charge."

XV. STUDENTS

This section of the bibliography contains studies which deal with theatre arts in specific relation to secondary school students.

Barnelle, Virginia M. "A Survey of the Entertainment Experiences and Interests of Two Graduating Classes of Santa Monica High School." Unpublished Master of Science thesis, 1951. Text 69 pp.; bibliography 4 pp.; appendix 5 pp. Manuscript available on interlibrary loan: Theater Arts Library, University of California, Los Angeles, California.

Purpose: ". . . to discover: (1) what the entertainment experiences, and especially the 'live theater' experiences of this group of Santa Monica High School seniors have been; (2) what opinions they had as to the costs of professional entertainment, both in motion pictures and in the 'live theater'; and (3) what, if any, have been the effects of the activities of the U.C.L.A. Theater Arts Department upon the students of Santa Monica High, a neighboring school."

Methods: Study is primarily concerned with what theater-going habits are common to a group of high school seniors who might represent future adult audiences. The investigator personally administered to 2 such groups a questionnaire on motion pictures, radio, television and "live theatre." The questionnaire was designed to indicate such specific information as: age distribution of the 2 classes; distribution of students who plan to work or go to college; student socio-economic backgrounds; number of times per week they attended motion pictures and what their favorite motion pictures were; number of times per week they listened to radio and watched television and what their preferences were; number of students who had seen a play or live musical; number of students who had read plays and their reasons for reading plays; number of students who had participated in theater productions; students' interests in community theater work; students' opinions of fair prices for motion pictures and for live theater; students' preferences in the fields of entertainment and their reasons why.

Features: Study is introduced with a review of literature concerning the effects of motion pictures, radio, and television on children and teenagers. Results of investigation are tabulated as well as discussed in text.

Ward, Willis W. "Balance Between the Development of the Talented Student and the Average Student in the High School Drama Program." Unpublished Master of Arts thesis, 1951. Text 70 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: University of Virginia Library, University of Virginia, Charlottesville, Virginia.

Purpose: ". . . to find out whether or not a disparity exists between the development of the average student and of the talented student in the high school drama program. If a disparity is found to exist, the study will attempt to point out the benefits of balancing the development of both groups of students. Further, the study will attempt to find methods and techniques for achieving this balance if it is desirable."

Methods: Balance is defined as "an approximate equality of emphasis on the development of the talented student and that of the average student in the high school drama program;" and "drama program" is defined to include curricular and extra-curricular dramatic activities. Study is based on "the numerous pronouncements on the objectives of high school dramatics; the accounts of practical personal experience in the field; and explanations of techniques used in particular situations." Initial discussion contains a brief account of the history of educational dramatics in the United States, and consideration of the factors which influence the current status of high school dramatics. The desirability of balance is discussed in terms of: values and benefits to average and talented students; goals and responsibilities of and benefits to dramatics teachers and school administrators. Techniques and methods of achieving balance are discussed in terms of how they can be introduced or adapted in existing high school drama programs.

Features: Discussion of techniques and methods contains consideration of balance in play production, in dramatics classes and clubs, in other classes, in assembly programs and special programs for community groups.

Zimmerman, Leland Lemke. "A Personality Study of Debaters and Drama Students at the High School and College Levels." Unpublished Master of Science thesis, 1950. Text 146 pp.; bibliography 4 pp.; appendix 24 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$8.29.

Purpose: Purpose seems to be to determine, "in the light of existing educational and speech philosophies, . . . what personality traits are possessed by students interested in the special fields of dramatics and debate."

Methods: Study is primarily based on results of tests administered to "56 high school drama students; 56 high school debate students; 54 college drama students; and 50 college debate students." Subjects in the testing procedure "represented 7 colleges and universities in 4 states and 9 high schools in Iowa, Missouri and Wisconsin." Subjects were chosen because of the following qualifications: (1) college and high school students had "at least a sophomore standing in their respective schools;" (2) college students were speech majors who supplied evidence that either debate or drama was their "major area of interest within the speech field;" (3) college debaters had "a record of at least one year of debate activity;" (4) college drama students had "a record of participation in at least two major productions and registration in or completion of two basic courses in theatre;" (5) high school debaters had "participated in debate as an extra-curricular activity" and, in schools where a debate course was offered, were enrolled in or had completed the course; (6) high school drama students had "participated in dramatics as an extra-curricular activity" and, in schools offering a dramatics course, were enrolled in or had completed the course. All the students were administered the following tests: (1) Minnesota T-S-E Inventory, to "determine those overt tendencies or actions that can be expected from members of specific groups;" (2) Interest-Values-Inventory, which is "designed to measure the relative dominance of four major types of interest or basic values within the individual: Theoretic, Aesthetic, Social, and Economic;"* (3) A-S Reaction Study, which "aims to discover the disposition of an individual to dominate his fellows (or be dominated by them) in various face-to-face relationships of everyday life;"* and (4) Personal Questionnaires, which were used to aid in interpretation of results of the other tests and to supply additional details for writer's "profiles" on personalities of debate and drama students. Text of study includes a chapter devoted to "Definition of Personality;" description of the tests used; and analysis of the information received from the tests. From the analysis, writer determines "generally applicable group characteristics" for debaters and drama students.

*Statements by the authors of the tests, as quoted in text of study.

Features: Writer suggests 3 uses of the information compiled in the study: "(1) To determine whether people elect debate or drama because of personality differences or whether there are differences that result from training in these areas. (2) To aid students in scheduling speech activities or considering vocational opportunities. (3) To aid in the solution of teaching problems."

XVI. ACTING

This section of the bibliography contains those studies which deal specifically with acting techniques.

Hokett, Norene Murphey. "A Creative Approach to the Teaching of Acting at the Secondary Level." Unpublished Master of Arts thesis, 1962. Text 48 pp.; bibliography 3 pp. Manuscript available on inter-library loan (for use in library only): Texas Woman's University Library, Texas Woman's University, Denton, Texas.

Purpose: Purpose seems to be to present information regarding the writer's formulation of a "creative approach to the teaching of acting at the secondary level."

Methods: The approach is based on principles of creative dramatics which are specifically adapted to the secondary level; and it is designed to "fill a three-fold need:" (1) "offer an opportunity for dramatic expression outside the bounds of a play," (2) "foster an atmosphere of freedom and enthusiasm within the drama class," and (3) "present a challenge to the secondary student." First major consideration of the study contains discussion of "the concepts, values, and requirements" of creative dramatics. Second, writer discusses "the basic rules, requirements, and values of acting." In third major consideration, writer discusses how she utilized her approach to acting in an experiment with her high school classes. The experiment is described in terms of the exercises which writer used with her students to "stimulate creativity and improve acting technique."

Features: Concluding chapter contains evaluations of writer's experiment by "some of the students who participated in the classes and a college student practice-teaching in one of the classes."

Milam, Graydon Pierce. "Problems for the High School Actor." Unpublished Master of Arts thesis, 1956. Text 136 pp.; bibliography 2 pp. Manuscript available on interlibrary loan: University of the Pacific Library, University of the Pacific, Stockton, California.

Purpose: Purpose seems to be to present a manual of acting problems "to the beginning actor and his drama teacher with the hope that it would lay the foundation for a more fruitful and intelligent approach to an eventual participation in the finished production."

Methods: Writer states that the "over-all plan" of the study is "to give the student a chance to act." Study is designed to aid "the overburdened drama teacher" in developing the abilities of "the high school actor who wishes to develop his latent talents in a systematic way." Study is primarily written to the student actor, and the various problems presented "will require a minimum degree of direction from the teacher." Majority of study consists of problems, or exercises, in acting, using "excerpts from the world's great dramatic literature." For each problem, writer presents: (1) discussion of the problem and how it is important to a selected scene, and (2) the dialogue and business for the selected play scene. The first 7 problems, concerned with developing the actor's use of hands, deal specifically with: use of hands with special emphasis on use of handkerchief, synchronizing hand and stage crosses, use of large hand and body movements, developing sympathy for the character, paying attention to the speaker, pointing up a characterization, and establishing contrasting comedy roles. The next four problems deal with using a telephone: to reinforce the plot, as a comedy device, to build dramatic suspense, and to create comedy suspense chaos. Four problems are then presented which deal with eating and drinking on stage. Study also contains discussion on the actor's approach to understanding the play and analyzing his role, and his approach to memorization.

Features: Within each problem, writer also points out additional problems presented by the selected play excerpt.

XVII. AUDIO VISUAL AIDS

This section of the bibliography contains those studies which deal with the use of audio visual aids in secondary school speech and drama classes.

Reid, Sue Stripling. "A Critical Study of the Use of Visual Aids in the Teaching of Speech-Drama." Unpublished Master of Arts thesis, 1949. Text 109 pp.; bibliography 4 pp. Manuscript available on interlibrary loan: Mary Couts Burnett Library, Texas Christian University, Fort Worth, Texas.

Purpose: ". . . to attempt to provide for the use of teachers of speech, drama, radio, television, and speech correction a survey of what visual aids are available to them, with discussions of their values and suggestions for their utilization."

Methods: Secondary purposes of the study are: (1) "to point out the inadequacies in visual aids which have been prepared especially for the field of speech;" and (2) "to survey the articles that have been written on the use of visual aids in teaching speech and its allied subjects, and to correlate and organize them in a convenient arrangement for the use of teachers of speech-drama." Study deals with the following types of visual aids: "photographs and illustrations, models, projected still pictures, stereographs, and motion pictures (silent and sound)." Each visual aid is discussed according to the following points: "(1) a description of the aid and how to use it; (2) a discussion of the type of learning situation to which the aid is best suited; (3) present uses of the aid; (4) possible and existing applications to the areas of speech; (5) listings of what is available to the teacher (particularly under motion pictures); (6) sources of supply; and (7) a general estimate of the value of the particular aid to the teacher of speech." In the discussion of motion pictures, writer provides summaries of 107 "16 mm motion pictures which might be utilized in teaching the areas of speech-drama-radio." Each film is summarized according to the information available to the writer regarding: name of producer or distributor; speech

area in which the film is most applicable; "title; indication of whether it is a sound or silent film; running time; data as to availability, including source and rental or sale price; description or evaluation; and in the case of all films viewed by the writer, suggestions for application." Following the summaries is a listing of the complete addresses of the films' distributors.

Features: In the introductory chapter, writer discusses "the basic values and scope of visual aids," and presents "four general principles" to which teachers should adhere when using visual aids.

Shirley, Barbara Bashore. "A Survey of the Use of Audio-Visual Aids in Speech Classes of Michigan High Schools." Unpublished Master of Arts thesis, 1954. Text 54 pp.; bibliography 2 pp.; appendix 13 pp. Manuscript available on interlibrary loan: Michigan State University Library, Michigan State University, East Lansing, Michigan.

Purpose: ". . . to discover to what extent high school teachers of speech in Michigan were utilizing audio-visual aids in their speech instruction in the school year 1952-1953."

Methods: "Speech" is defined to include classes in "public speaking, debate, drama, and interpretation." Types of audio-visual aids considered in the study "include motion pictures (silent and sound), slides and still pictures, film strips, models and mock-ups, charts and flip sheets, maps, opaque projectors, stereoscopes, television sets, overhead projectors, motion picture projectors, wire and tape recorders, phonographs, . . . microphones, radios, screens, blackboards, and bulletin boards." Study is based on questionnaire survey of 96 Michigan high schools, and is "intended only to establish the frequency of the use of audio-visual equipment found in the Michigan high schools, and the knowledge of speech teachers in regard to such items as sources of audio-visual materials, and operation of equipment." The following are specific factors regarding the 96 surveyed schools which are analyzed and interpreted in text: type of school administration (city, district, consolidated), percentage of speech teachers who teach only speech, extent to which speech is taught in combination with other courses, percentages of speech teachers who had taken audio-visual courses in college, availability of teacher training programs in use of audio-visual aids in the schools, speech teachers' participation in these courses, speech teachers' access to professional publications on audio-visual aids, extent of teachers' information on sources for audio-visual materials within and outside the state and commercially, specific problems speech teachers encounter in

procuring or using audio-visual equipment in speech classes, budgetary allotments for audio-visual materials especially for speech classes, ease in ordering materials, percentage of central audio-visual centers available within school districts, percentage of schools with directors of audio-visual aids, percentage of schools who encourage speech teachers to use variety of audio-visual materials, speech teachers' participation in selection of aids and equipment for speech classes, physical facilities for preparation of aids, speech teachers' knowledge of operation of audio-visual equipment, availability of special rooms for audio-visual activities, maintenance of equipment, number and types of speech courses offered by the schools, number of schools who own and use audio-visual equipment, extent of use of audio-visual equipment. All factors of the survey are analyzed according to size and classification of the 96 schools.

Features: Since speech is defined to include several areas, the only survey factor directly related to theatre arts is the list of types of speech courses offered in the schools.

XVIII. MISCELLANEOUS

This section of the bibliography contains those studies which deal either with specific areas of theatre arts not treated in the other sections, or with topics related to secondary school theatre arts.

Bennett, Gordon P. "Puppetry: Creative Expression in the Elementary and Secondary Schools." Unpublished Master of Science thesis, 1962. Preface iii pp.; text 66 pp.; bibliography 14 pp. Manuscript available on interlibrary loan: Abbot Memorial Library, Emerson College, Boston, Massachusetts.

Purpose: ". . . to familiarize teachers with the values and uses of puppets as important adjuncts to modern educational techniques and objectives."

Methods: Current types of puppets and marionettes, from simplest to most complex forms, are briefly described. Puppets, marionettes, masks, and shadow figures are described in terms of historical origins and current uses. Discussion of staging a puppet play contains practical suggestions on writing the script--number of characters, length of playing time, sources for plots, types of action possible for puppet execution, and dialogue. What children learn from participating in development of a puppet play and how the "teaching ability" of puppets can be utilized is also discussed. Separate chapters are devoted to how puppetry should be utilized in nursery school and kindergarten, elementary school, junior high school, and senior high school. Final chapter contains step-by-step discussion, plus an illustration, of how to construct a simple marionette.

Features: Bibliography is marked to indicate books which "may be used by pupils from fourth school year and up" and those which "may be used from sixth school year and up."

Canfield, Robert Jerome. "An Investigation of Educational Theatre Publicity Methods in Minnesota High Schools and Colleges." Unpublished Master of Science in Education project report, 1960. Text 95 pp.;

bibliography 3 pp. Manuscript available on interlibrary loan: Kiehle Library, St. Cloud State College, St. Cloud, Minnesota.

Purpose: "1. To discover what current methods of publicity are predominantly in use within the survey area.
2. To determine what segments of publicity are least touched on.
3. To determine what factors decide the nature and extent of publicity procedures in Minnesota high schools and colleges.
4. To appraise generally the publicity programs of Minnesota high schools and colleges."

Methods: Study is based on questionnaire response from 16 colleges and 61 high schools in Minnesota. The responding high schools were from among those schools "with enrollments of two hundred or more students which have demonstrated through drama activities in contests, festivals, meets and local performances a high degree of dramatic activity." Methods of publicity considered in the study include: posters, place mats, table tents, newspaper stories, radio releases, newspaper ads, brochures, theatre calendars, billboards, television, special promotions, play buttons, parades, concerts, radio dramatizations, street-wide banners, radio and television interviews. The questionnaire investigated the following factors regarding the high schools and colleges: seating capacity of auditorium or theatre, size of audience per performance, student enrollment, number of people within a 30 mile radius of the school, number of area schools presenting yearly plays, number and type of other theatres in the area, number of performances per production, number of productions per year, types of productions generally presented, play programs as a source of revenue, methods of production financing, methods of publicity used, special types of publicity, effectiveness of publicity program, public reaction to publicity program, need for a publicity handbook, area from which audience is drawn.

Features: For each factor in the survey, writer provides 2 charts, one showing response from the colleges and the other showing the high schools' response.

Clauss, Sr. M. Benedicta, O.S.B. "A Study of the Educational Use of Dramatic Pageantry as a Medium for Establishing a Speech Department in a Catholic High School." Unpublished Master of Arts dissertation, 1959. Text 68 pp.; appendix 3 pp.; bibliography 2 pp. Microfilm copy available on interlibrary loan: Mullen Memorial Library, Catholic University of America, Washington, D.C.

Purpose: ". . . to create interest in Speech and Dramatics at Mater Dei High School," and "to encourage any instructor who is seeking to organize a Speech and Dramatics Department, to consider pageantry as a means of gaining mass interest."

Methods: Study is based on a two-year experiment conducted at Mater Dei High School, Evansville, Indiana, during the school years 1954-55 and 1955-56. After presenting "a cursory study of pageantry during the Medieval Period," writer describes the first phase of the experiment--the development and production of an all-school pageant, which evolved out of a classroom project in pageantry and which inspired 2 similar classroom projects--during the school year of 1954-55. Although major emphasis is on the development of the all-school production, all four pageants are fully described--from development of student-written scripts to setting, costuming and lighting. Second phase of the experiment is a two-part evaluation of the project: (1) analysis of questionnaires administered to the students before the major production to determine initial interest in drama, and after the production "to measure the conscious effects of the drama activities on the individual members of the cast;" (2) analysis of the results of the pageantry experiment, "measured in terms of participation in speech arts activities in the 1955-56 school year."

Features: In an over-crowded school, where speech and drama activities are kept on an extra-curricular basis and in which the students have lost interest, where there are extremely limited theatre supplies and no physical theatre, writer shows how pageantry--staged in a classroom or in a gymnasium--can be used to re-develop interest in theatre through the use of many students in various capacities.

Eddy, Junius. "The Wisconsin Idea Theatre: A Program in State Wide Drama." Unpublished Master of Science thesis, 1949. Text 193 pp.; bibliography 6 pp.; appendix 9 pp. Written at University of Wisconsin; microfilm copy available on purchase from: Dane County Title Company, 115 West Doty Street, Madison, Wisconsin. Cost: \$9.81.

Purpose: ". . . to tell the story of the development of the Wisconsin Idea Theatre in comprehensive terms, to attempt to make a general critical estimate of the value of its work, and finally, to set forth some observations relating to the establishment of state-wide drama programs in general."

Methods: Initial consideration is given to a general survey of other state drama programs "in order to place the work of the Wisconsin Idea Theatre in its proper perspective." This survey includes description of state-wide drama programs in North Dakota, North Carolina, New York and Virginia, as well as description of the state-wide ramifications of the Federal Theatre Project and of touring companies. The next consideration is description of the "pioneer work in the field of drama and theatre within the state of Wisconsin" over a 40 year period. The Wisconsin Idea Theatre is then described in terms of its aims and purposes, the factors and persons significant in its origin and development (from 1945 to 1949), and the programs and projects which it sponsored on a state-wide basis for various agencies and organizations. It is pointed out that the state's secondary schools were among the various organizations which benefited from the Wisconsin Idea Theatre's programs. Writer's critical estimate of the Idea Theatre's progress from 1945 to 1949 is based on his personal experiences with the program--from 1946 through 1948 he was consecutively appointed Assistant to the Director of Wisconsin Idea Theatre, Assistant Director, and, finally, editor of the Wisconsin Idea Theatre Quarterly.

Features: Appendix contains the prospectus for the Wisconsin Idea Theatre as well as listings of play scripts, radio scripts, and other materials which "were prepared and made available in mimeographed or multigraphed form" by the Wisconsin Idea Theatre for the benefit of the state's various theatre and drama organizations.

Morris, James H. "Building a Costume Wardrobe for the Low Budget Dramatic Organization." Unpublished Master of Arts thesis, 1952. Text 81 pp.; bibliography 2 pp.; appendix 15 pp. Manuscript available on interlibrary loan: University of Denver Library, University of Denver, Denver, Colorado.

Purpose: Purpose seems to be to provide "an adequate manual which will show the amateur costume designer the methods and materials which can be employed to construct a permanent collection of basic costumes."

Methods: Study is designed to help the following organizations "produce plays which otherwise might be above their means:" civic or community theatre, college or university theatre, secondary school theatre, church theatrical activities, and civic pageants. First consideration is a brief discussion on possible sources within a community for costume materials. Secondly, writer discusses preliminary procedures in building a wardrobe: general requirements of the work or construction area, types of equipment needed,

suggestions on how to get equipment inexpensively, acquisition of materials and clothing through community donations, and acquisition of new materials from fabric manufacturers. Third consideration deals with construction of costumes for the following periods: Egyptian, Greek, Roman, Byzantine, Gothic, Renaissance, Elizabethan, Commonwealth, Restoration, Georgian, Empire, Romantic, Crinoline, Bustle, Gay Nineties, and 1900-1910. For each of the periods there are: (1) a colored illustration of a man's and woman's costume; (2) an outline indicating the the illustrated garments and the amount, types and costs of material that can be used in their construction; (3) a list of "some plays" that might be costumed in that period; and (4) brief discussion on how to construct the costume from contemporary materials.

Features: Included in the appendix are listings of: (1) used material, equipment, and clothing which can be used in costuming; (2) possible donors or inexpensive sources of new materials; (3) basic commercial patterns which can be adapted for period costumes; (4) fabrics for general use; and (5) commercial costumers and supply houses. Also included is a proposed floor plan for a costume work room.

Rowlett, Thurman Edmond. "Co-ordinating, Building, and Staging Assemblies in the Secondary School: A Guidebook for Beginning Teachers." Unpublished Master of Arts thesis, 1957. Preface iii pp.; text 70 pp.; appendix 13 pp. Manuscript available on interlibrary loan: University of Arkansas Library, University of Arkansas, Fayetteville, Arkansas.

Purpose: ". . . to prepare a guidebook for producing assemblies."

Methods: Addressed primarily to inexperienced assembly directors in junior and senior high schools, the major considerations are: (1) the philosophy of the secondary school assembly program and how such a program fits into the secondary education curriculum; (2) the administration of assembly programs; (3) sources for program ideas; (4) developing ideas into program formats; (5) rehearsing and staging assembly programs; and (6) evaluating assembly programs from student and faculty reactions.

Features: Chapter on program ideas includes description of several books, pamphlets, catalogues, and magazines as program sources. Appendix contains extensive bibliography of assembly program sources, and an example of an original, student-written assembly script.

Wolfe, H. Don. "A Study of the Objectives of Extra-Curricular Activities in Selected Secondary Schools of California." Unpublished Master of Arts thesis, 1953. Text 86 pp.; bibliography 7 pp.; appendix 3 pp. Manuscript available on interlibrary loan: San Jose State College Library, San Jose State College, San Jose, California.

Purpose: ". . . (1) to discover the circumstances surrounding the introduction of extra-curricular activities into our American secondary schools; (2) to analyze some criticism levelled at our extra-curricular programs; and (3) to determine the extra-curricular objectives cited by writers in the field. These first three facets lead to the crux of the problem which, by means of a survey of selected California secondary schools, is (4) to analyze the nature and extent of their extra-curricular programs and the objectives toward which they are directed."

Methods: A chapter summarizing 3 related studies--dated 1926 and 1939--is followed by a chapter which traces the development of extra-curricular activities "from ancient times, through European undertakings, to modern American practices." Current aspects of extra-curricular activities in American secondary schools are then discussed under the following topics: (1) adolescent needs and educational objectives of secondary schools; (2) general types of extra-curricular activities--athletics, clubs, dramatics, music, publications, public speaking, and student government--and the general objectives of each type; (3) criticisms of extra-curricular activities. Analysis of nature, extent and objectives of extra-curricular activities in selected California secondary schools is based on checklist survey of 75 schools which represent 3 classifications of enrollment. Dramatic activities which are investigated include: pageants, plays, variety shows, exchange programs, and operettas. The extent to which schools in each enrollment classification participate in these activities is indicated as well as major objectives of the schools's total dramatics programs.

Features: Results of survey are tabulated as well as discussed in text.

Wolvin, Andrew Davis. "The National Thespian Society: A Study of Growth and Development." Unpublished Master of Arts thesis, 1963. Text 181 pp.; bibliography 3 pp.; appendix 34 pp. Manuscript available on interlibrary loan: Love Library, University of Nebraska, Lincoln, Nebraska.

Purpose: ". . . to investigate and record the growth and development of the National Thespian Society from 1929 to 1962. The specific objectives are (1) to present a detailed history of the National Thespian Society and

(2) to present the present philosophy, aims, purposes, and organization of the society."

Methods: Sources for the study include: investigation of data on file in the Society's national office; investigation of issues of the Society's publication, The High School Thespian--later entitled Dramatics Magazine; correspondence and/or personal interviews with some of the Society's founders, current officers, and active members; and related literature which provided additional information on the Society's growth and development. The Society is described in terms of: (1) its origin--when, where, by whom, and for what purpose it was originated; (2) its organizational structure--growth and development on the local, regional, and national levels; (3) its programs--origin and development of the honors, services, and activities it provides for its members; (4) its accomplishment "of the basic purpose and aims of advancing standards of dramatic art in the secondary schools through establishing higher quality standards of play production and through creating an interest in dramatics among high school students."

Features: Writer points out that the National Thespian Society "has been the only national organization since 1929 devoted exclusively to high school dramatics." Appendix contains a copy of the Society's constitution, a copy of the Society's booklet, Initiation Ceremony (1955 edition), copies of the Society's various application and report forms, and a 1962 issue of Dramatics Magazine.

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APPENDIX A

NUMBER OF STUDIES COMPLETED IN EACH CATEGORY

FOR THE YEARS 1949 TO 1964*

	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	TOTAL
SPEECH EDUCATION	3	1	8	1	2	3	8	3	4	6	4	3	5	8	2	4	65
DRAMA EDUCATION	2	1	5	3	4	4	6	1	2		5	3	1	4	4	3	48
PLAY SELECTION	1	1	1		3	1	1 (1)	4	2			1 (1)	1 (3)	1	2 (1)	2	21 (6)
JUNIOR HIGH SPEECH & DRAMA	1	1	1	1		3		2	1	1	1	2	3	1		1	19
AUDITORIUMS & STAGING FACIL.			1	3				2	2		3	3		1	3		18
PRODUCTIONS		1	(1)	1 (1)	2	2			1		3	1	1 (2)	1	(2)	1 (1)	14 (7)
PLAY FESTIVALS		1	1				2	1	1						1	1	8
TEACHER TRAINING	1		1				(1)					1	2 (1)	2		1	8 (2)
CHILDREN'S THEATRE				2				1				(1)	1	1	1	1	7 (1)
CREATIVE DRAMATICS		(1)				1	1			2			1		1	(1)	6 (2)
ORIGINAL PLAYS & ADAPTATIONS	1		(1)							1		1		1	2	(1)	6 (2)
DESIGN						1					1		2		1		5

*Numbers in parentheses refer to studies in other categories which also apply to the category under consideration.

APPENDIX B

COLLEGES AND UNIVERSITIES
REPRESENTED IN THE BIBLIOGRAPHY

Alabama, University of
Arkansas, University of
Ball State Teachers College
Baylor University
Boston University
Bowling Green State University
Brigham Young University
California at Los Angeles, University of
California State College (Long Beach)
Carnegie Institute of Technology
Catholic University of America
Colorado State College
Columbia University
Cornell University
Denver, University of
East Texas State College
Emerson College
Florida University
Florida State University
Fresno State College
Hawaii, University of
Illinois, University of
Indiana University
Indiana State Teachers College
Iowa, State College of
Iowa, State University of
Kansas, University of
Kansas State University
Kansas State Teachers College of Emporia
Kent State University
Louisiana State University
Michigan, University of
Michigan State University
Minnesota, University of
Mississippi, University of
Mississippi Southern College
Missouri at Kansas City, University of
Nebraska, University of
New York University
New York at Albany, State University of
North Carolina, University of
North Dakota State University
Northern Illinois State College
Northwestern University
Occidental College
Ohio University
Ohio State University

Oklahoma, University of
Oregon, University of
Pacific, University of the
Pennsylvania State University
Pittsburgh, University of
Portland, University of
Queens College
St. Cloud State College
St. Louis University
Sacramento State College
San Francisco State College
San Jose State College
Southern California, University of
South Dakota, University of
Southern Illinois University
Southern Methodist University
Tennessee A & I State University
Texas, University of
Texas Christian University
Texas Woman's University
Utah, University of
Virginia, University of
Washington, University of
Washington State University
West Texas State College
Wisconsin, University of
Wyoming, University of
Yale University