2008

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Master's Theses. 3589.

DOI: <https://doi.org/10.31979/etd.pcpy-ur4z>
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A CURRICULUM EXAMINATION:
SAN JOSE STATE DRAMA PROGRAM 1929-1960

A Thesis

Presented to

The Faculty of the Department of Television, Radio, Film, and Theatre

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Lee Joseph Brooks

December 2008

UMI Number: 1463397

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SAN JOSÉ STATE UNIVERSITY

The Undersigned Thesis Committee Approves the Thesis Titled

A CURRICULUM EXAMINATION:
SAN JOSE STATE DRAMA PROGRAM 1929-1960

by
Lee Joseph Brooks

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ABSTRACT

A CURRICULUM EXAMINATION: SAN JOSE STATE DRAMA PROGRAM 1929-1960

by Lee Joseph Brooks

This thesis addresses the curriculum of the San Jose State Drama Program from 1929 to 1960. It examines the minor, major, credential, and graduate curricular objectives offered in the thirty-year period. It examines the number of lower and upper division, and graduate courses offered in the thirty-year period. In addition the thesis examines the change in course content, title, and description through the thirty-year period. The thesis examines how changes in the SJS Drama Program's course content and curricula indicate changes in the departments' objectives and mission. Research on this subject reveals that as new minor and major curricular objectives were added, new lower and upper division courses were added and altered to meet the curricular objectives offered by the SJS Drama Program.

ACKNOWLEDGMENTS

The thesis entitled A Curriculum Examination: The SJS Drama Program 1929-1960 is the result of the efforts of many individuals. I would like to thank Dr. David Kahn who is my first reader and taught me how to, “manage my own psychology.” This is a method and mental process of organizing my life in order to keep focused on each individual task set in front of me. This is one of the most important lessons I have learned in my life; I am a better academic and community-minded individual because of it. His guidance and friendship through my California civic and academic endeavor merits complete and continual emulation.

I would like to thank my second reader Dr. Ethel Walker, who taught me that events in history are interconnected. She taught me that one cannot examine any trend without, first examining the civic history that it stems from. Her leadership and friendship has greatly enhanced my love for research and my respect for tradition and history. It has encouraged me to grow and learn from those who have come before, be inspired by their example set forth, and hope for the future.

I would like to thank my third reader, Professor Mike Adams. Professor Adams’ leadership through my academic journey and insight into life is a constant reminder that home is never that far away; His friendship reminds me of the words of our alma mater titled *Carmen Ohio*: “summers heat and winters cold, the seasons pass, the years will roll. Time and chance will surely show how firm thy friendship, Ohio.”

I would like to thank Dr. Alison McKee. Whose academic understanding and prowess is inspiring. Her academic fire and drive constantly encourage me.

I would like to thank Dr. Kimb Massey for her assistance in the process of designing my final methodology. I would like to thank Devin Henderlong. Devin's patience and genius understanding of Microsoft Excel greatly helped me construct the Excel grid and make accessible the curriculum and data for which this thesis examines and reveals.

Appreciation must also be expressed to Kevin Swanson and Ed Mosher. Ed met me as a youth long ago in Virginia, and encouraged me to take the next academic step in my life. Kevin continues to lead me as my brother, mentor, and friend through this ongoing process of individual and academic growth.

To my graduate partner Emily Howard, your faith and friendship through this journey will be remembered. To Professor Beverly Swanson; your classes are two of the most important classes in our department. Your grace, leadership, and love for life and teaching inspire me daily. To Lauren Swanson; little sis, you are the best. To Dr. Todd; your Manifestos class is one the most incredible courses I have ever taken and inspired the tenacity required this thesis.

I would also like to thank the Brothers of the Delta Upsilon Fraternity from The Ohio State University and from San Jose State University, as well as my Brethren on the Hill.

I would like to thank my parents, family, and friends. I could not being nor complete this academic task without your faith and support.

Most importantly, I acknowledge God, through whom all things are possible.

DEDICATION

In loving memory of my brother, Joshua Hopwood,
and my friend Dr. Kenneth Dorst.

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Chapter One: Introduction

Hugh Gillis writes in his unpublished research titled, "Speech and Drama: A Brief History of the San Jose State College 1857-1962," that:

A history may be any one of several forms: it may be strictly confined to the presentation of verified facts and dates; it may be narrative in which personalities dominate and in which dates and facts are used as framework on which to establish interpretation. (i)

Gillis examines the history of San Jose State and the San Jose State Speech and Drama Department by using his described narrative approach, in which he highlights different sections that make up a Speech and Drama Department. He stated:

because of the difficulty, if not impossibility, of dividing curricular offerings from activity, there is some unavoidable repetition in certain sections. This is allowed to remain because any further use of this project may well be not en toto but in parts, and to present an adequate picture of any individual part necessitates at least sketchy indications of related parts. (i)

Kenneth Rowe indicates in his article, "Playwriting in the Liberal Arts Curriculum," that every different section and the expansion of curricula in a college or a department of speech "is an experiment to be closely studied" (244).

Burnet Hobgood's survey titled "Analysis of Undergraduate Theatre in Southeastern Higher Education" states that the purpose of the survey is to:

make comprehensive descriptions of theatre curriculum in all undergraduate schools offering instruction beyond the secondary level...it was desirable to have information on the context in which theatre is taught, or which it is absent; hence correlations with size of school, admission policies, administration of program, etc would be rendered feasible. (297)

The development of new department curricular objectives, the offering of new speech and drama courses, and the changes in course title and description are variables that change in the growth of a speech and drama program. As these variables change, constant curricular reexamination is called for. This thesis proposes to examine how changes in the San Jose State Drama Program curricula and content from 1929 to 1960 indicate changes in the program's objectives and mission.

This project is important because it presents new curricular statistics and data that add to the general body of knowledge of the San Jose State Drama Program from 1929 to 1960. The project represents a small piece of the overall perspective on the evolution of the SJS Drama Program. Other research has explored different facets of the SJS Drama Program such as its history, administrative personnel, productions, and faculty and staff. However, barring some overviews of the SJS Drama Program's history, written by Robert Jenkins in his editorial "History of the Department" and Hugh Gillis in his unpublished research, no facet listed has been individually or extensively addressed. Instead of focusing on the plays produced and performed in the San Jose State Drama Program, the professors who taught in the program, or the administrators who guided the program, the research here focuses on the curriculum in order to address how changes in the curricula and content indicate changes in the program's objectives and mission. The research takes into consideration changes in American academic reform and culture, changes in San Jose State Teachers College, and San Jose State College campus life. The research examines changes in the course curricula and content, specifically the course title and course description, total and average number of classes offered, the total number

and average of lower and upper-division, and graduate courses offered in the SJS Drama Program, that coincide with and enable new objectives and a new stated mission.

In order to show how the evolution the SJS Drama Program curricula and content indicate a change in the department's objectives, this thesis proposes to examine the program degree curricula from 1929-1960. I chose to analyze 1929-1960 because the SJS Drama Program first published a "Speech and Stagecraft" course listing in 1929, even though theatre classes were offered before this in the program. The dates were also chosen because they represent a reflection of the changing U.S cultural factors and academic objectives surrounding the curriculum. I chose 1960 to end the research because the San Jose State College was made part of the California State University system as a result of the Donahoe Act. Concurrently, the San Jose State College Speech and Drama Program were separated into two different programs.

The thesis uses primary literature written about academic theatre by Hugh Gillis, specifically, his unpublished research in "Speech and Drama: A Brief History of the San Jose State College 1857-1962." In the research Gillis examines development of degree curricula, the activities and clubs, and the administration and philosophies of leaders from 1857-1962 in the SJS Drama Program. Estelle Greathead examines the development of San Jose State Teachers College in her book A Story of An Inspiring Past. Greathead provides enrollment numbers and a comprehensive history of San Jose State Teachers College from 1857 to 1929, including analysis of key individuals and major events that occurred during the formative years of what is now called San Jose State University. Robert Jenkins examines the history of the SJS Drama Program in his article "Speech and

Drama: A Brief History of the San Jose State College 1857-1962." Jenkins provides information about the founding of the SJS Drama Program, the curricula offered, the role that key personnel played in its formative years, and the pre and post effects of World War II. Benjamin Franklin Gilbert's book, Pioneers for One Hundred Years, details the first one hundred years of the university, from 1857 to 1957.

In 1921, The California Commission for the Study of Educational Problems established a bill sponsored by Senator Herbert C. Jones. As a result, The Department of Education in California was established. The junior college was established in 1921 at SJSTC to address the increasing number of lower-division classes offered as a result of increased student body enrollment. According to Gilbert the junior college, "made possible a shorter program adaptable to more students by preparing them for employment in a wide range of occupations" (154). In order to address the lower-division objectives, the Speech and Stagecraft Department separated the junior college curriculum into two curricular categories. The first category was called "terminal" which upon completion of the junior college program through this facet, the student would earn junior college certification. The second curricular facet, as result of the split, was called "preparatory" or as Gillis called "pre-secondary" courses which upon completion of the course load the student would earn a junior college diploma, which would allow the graduate to transfer to a college or university. Greathead examines the curriculum in the junior college writing that "the curriculum was carefully worked out in accordance with the demands of both the University of California and Stanford University" (50). The curriculum was crafted "to answer the requirements of the teacher training course for those desiring a

cultural foundation on which the technical training might rest" (Greathead 50).

Greathead writes that the:

junior college has met a real need in the community. It makes it possible for the high school graduate to remain at home during his freshman and sophomore years, thus providing a financial benefit to the parents and at the same time keeping the young student under parental care until he has become more accustomed to college life and has reached a greater maturity of character. (50)

Anne Berkeley writes in her article "Changing Theories of Collegiate Theatrical Curricula 1900-1945"

During the 1920's, courses in dramatic art became increasingly popular. By the late twenties, 76 percent of American colleges and universities offered theatrical courses. Although, the oral interpretation of literature was still being emphasized, the stress shifted from personal expression to group rehearsal; play production replaced acting as the most frequently offered course. Meanwhile, "little theatres" spread across the country. (79)

Hugh Gillis writes, "In the 1920s the San Jose State Teachers College entered a period of rapid expansion both in size and in extent of offerings" (1). In 1927, the sixteenth president, Dr. Thomas William Macquarrie, noted that "taking on the character of the modern municipal college...teacher training was not the sole responsibility of the college and that it should now cater to the community" (Gillis 1). Macquarrie believed this would be partly accomplished by the creation of the "Little Theatre."

In 1928, the State Board of Education in California granted the San Jose State Teachers' College a Department of Speech and Stagecraft. Gillis writes that the department "was the ninth of the College's specialized curricula leading to the A.B. degree, all with teaching credentials" (2).

Greathead writes that out of the four new departments established in 1928 the

Speech and Stagecraft Department:

is not actually new, voice training, public speaking, and all the multitude of details which naturally group themselves about oral expression have been a part of the training since its inception, but dramatic study and stage craft have not been greatly emphasized except in an incidental way, and with the increasing development of dramatic art, this course opens up a field which stretches far and wide and is rich with possibilities. (51)

San Jose State Teachers College Department of Speech and Stagecraft curriculum was first published in 1929. Bob Jenkins writes in "History of the Department" that most of the curriculum taught in the Speech and Stagecraft Department was first taught in the English Department as early 1911. In 1929, the Speech and Stagecraft Department's curriculum titled the SJSTC Bulletin provided objectives for study, set up by the program in order to administer the curricula. According to the Bulletin, dramatic activities give the individual an extended view by revealing human character and action through study and presentation, thus enabling the student to "express oneself clearly and effectively, help someone understand why he acts and thinks" (34). The program also sought to help the student look beyond his own environment and experience. The department believed that administering the curricula and the use of play production as an educational activity will increase body and voice control, and coordination. These goals were pursued by the Speech and Stagecraft Department through "general training and opportunities for semi-professional and vocational training" (34). Such training was carried out by the convention of the internship or apprenticeship, where the student is offered credit by working in educational institutions such as the school, church or in the civic community.

Another goal of the internship convention was to further the social service ideals of the department.

Earl Fleischman believes that the problem of teaching semi-professional curricula in the liberal arts college is that it takes too much time for the student to be involved, so much so that it will take away from the student's other studies. In his 1928 article, "The Place of the Laboratory Theatre in the Liberal Arts," Fleischman raises the question: is the cultural value of drama classes accepted enough to forgive "the great expenditure of student time which a dramatic laboratory requires?" (314). Fleischman states that dramatics has become so popular that, "what was until very recently an extra-curricular activity is now a recognized, if not always respected, member of the body of instruction" (314). Fleischman's view is that teaching dramatics in academic theatre has become so popular that one has to recognize that it could lead an academic theatre program in a new direction. Fleischman suggests a tone, that despite the traditionalists, whom he calls those who want students who are trained to become teachers, to remain the primary emphasis of a liberal arts theatre program; the old traditional ways have had to give way to the new direct approach of training students to become actors, actresses and stage directors, in liberal arts theatre education.

Virginia Sanderson examines teacher training aspects of the development of a Department of Speech and its curriculum in her 1931 article, "Another Speech Department Records Progress." She discusses, major and minor requirements, and suggestions of classes that should be taught such as Stage Construction and Stage Lighting. The same suggestions apply to the development of teacher training curricula

such as Public Speaking and Storytelling. She writes that not only was the public very interested in the development of curricula in a teacher training institution, but also the governing body of teacher training institutions or the “National Association recently made an extensive survey of speech education in teacher training institutions” (Sanderson 339). The survey was compiled as a means to make the public more aware of speech education curricula offered, and to give the public more of an overall picture of the current progress of a speech education curricula and the development of a department of speech in a teachers training college.

The examination of the SJS Drama Program identified a great need for more teachers of speech courses. Sanderson states that “it is interesting to compare progress and problems” (340) in the development of curricula and the SJS Drama Program as a whole. Sanderson states “the primary objective of the department was to train special teachers of speech for the secondary schools” (344). The statement establishes the grounds for evaluating the progress of the teacher training curricula in the SJS Drama Program during this time. Sanderson brings to light five problems that she felt were important in order to aid in the development of the SJS Drama Program and curriculum: 1) the problem of “securing objective speech tests for voice analysis” (350); 2) the SJS Drama Program is not yet satisfied with the content of some of the courses in speech, the problem of creating a syllabus for a year’s course in speech education; 3) liberal arts teacher training courses only qualify them to teach up to the sixth grade; 4) trained theatre teachers are not considered faculty of the departments where they teach; and 5) The need to address the issue of a minor in speech for students who do not want to be

teachers but community practitioners instead (340). Sanderson suggests that Oral Interpretation and Public Speaking must be offered as subjects in every major college and university for standardization in liberal arts teacher training curricula (340). Sanderson highlights the trend of students transferring from junior colleges to teacher's colleges and universities after their second year of school (340). Sanderson's last point is that college should provide "pre-secondary courses" which will count toward a major in Speech Arts, so that eventually the student would graduate move on to a graduate program.

Five years after Sanderson's 1933 breakdown of the SJS Drama Program, Monroe Lippman examined the state of academic theatre curricula in his article "An Introductory College Course in Dramatics." Lippman suggests that the introductory college course for students thus far was designed for liberal arts-vocational and liberal arts-humanistic educational pursuits. Unlike Sanderson, however, Lippman felt that the liberal arts-vocational course should not be offered as curricula until any collegiate drama program had a firm grasp on how to construct curriculum correctly, and the class is used for students who have completed the two year minor courses (194). Lippman also believes that there had been efforts to standardize the curriculum in theatre departments, but there still remained a great confusion of what to teach in an introductory theatre course (192).

Burnet Hobgood writes in the article "Theatre in U.S. Higher Education: Emerging Patterns and Problems," that there was a great shift from the "propriety of the theatre in college curriculum in the 1930s to developing theories of what theatre education should do by the early 1960s" (142). Hobgood elaborates on the shift by examining the development and characteristics of theater in 1920-1930. Hobgood states

that universities and colleges were expanding their curriculum specifically in “formal theatre instruction and extra-curricular dramatic activity” (142). According to Hobgood, theatre dramatic activity greatly increased at the university level throughout the country after World War I and World War II except in the Great Lakes region and Midwest America where he states “more church related schools offered theatre programs” (143). Hobgood confirms Sanderson and Fleischman’s view that the vocational theatre course was seen as an extra-curricular activity. Hobgood also explores the years of the Great Depression stating that the expansion of new programs declined even though departments did show continual growth, mainly by establishing programs on the graduate level.

Hobgood states that before 1950, theatre programs were “usually administered in conjunction with a program of another field in support of such a field” (145). As of 1960 the pattern still remained. Hobgood states that the trend of administering theatre curricula in conjunction with another department’s represented about 42 percent of the theatre departments in the nation (145).

Hobgood identifies characteristics of Recreational, Avocational, Liberal Arts Humanistic, Pre Professional, and Liberal Arts Vocational Programs and what types of classes each teaching genre would specialize in. Hobgood also identifies the objectives and functions of the individual programs, and their application of theatre arts curriculum in the United States. For example, Hobgood writes that the Recreational Theatre Program was “found in colleges which see an ideological or functional conflict with the inception of theatrical study” (153). Characteristics of this genre include a limited curriculum, a general focus on dramatic production and extra-curricular activities to,

“promote student initiative, develop leadership, and serve similar intangibles” (153).

Hobgood states that “most of the students graduated hope and intend to become a part of the educational theatre” (158). He defines educational theatre as “the conception of theatre for educational values, for theatre as a educational force in terms appropriate to an art medium, unifies that part of American amateur theatre” (Hobgood 159). Examining the curriculum of SJS Drama Program may show whether any of the patterns that Hobgood highlights are evident in the development of its curriculum.

Richard Coeugh examines the state of academic theatre curriculum in the 1940s in his 1941 article, “The Dramatic Arts Curriculum,” saying that even though the semi-professional dramatic arts curriculum has increased, the struggle for respect for the curriculum is ongoing. Coeugh states that the authorities such as “deans, department heads, college presidents, boards, and faculties,” are still not yet convinced of the how and why theatre curriculum matters in education (574). Anne Berkeley expresses the same idea in her article, “Changing Theories of Collegiate Theatrical Curricula 1900-1945” where she writes that, “Theory of the 1930’s revealed the loss of consensus about goals. Moreover, philosophical solidarity yielded to discord over the whys and hows of theatrical curricula” (77). Coeugh confirms Hobgood’s point that the objectives in teaching theatre curriculum still remain largely unresolved. Coeugh then shares some statistics on universities and senior colleges that have theatre arts curriculum. Coeugh examines the semester and quarterly hours of instruction offered in theatre arts curriculum by examining the catalogues. He breaks his informative search up by years ranging from 1912 to 1942. Coeugh then confirms Hobgood’s 1960 analysis, stating that

about two thirds of college theatre curriculum was offered under the guise of an English or Speech Department. The main difference here is that Hobgood states about 42 percent of the nation offered theatre curriculum under an English or Speech Department, which means by 1960 the trend must have declined. Coeugh, states that in 1912, there were no pre-professional courses offered in scene design, lighting, costuming, and scene construction, which by the 1960's were a significant part in the curriculum in the academic theatre, and, according to Coeugh, represented about "one third of the courses in dramatic arts curriculum" (575). Coeugh then reconfirms Fleischman's argument that even though the traditionalists wanted the teacher training emphasis to remain in place in a liberal arts program, the same individuals were faced with the realization that the lecture teaching style was effective in training teachers, but it was not effectively training the pre-professional student.

John Wray Young's 1941 article, "A Curriculum Plan for A Major in Play Direction," further explores the goal of the curriculum in academic theatre. He focuses mainly on the facet of play direction or more specifically the role of the semi-professional class and its function in higher education. He believes that there is a need for trained theatre directors to increase the amount of plays produced in the college and surrounding communities. Young states this in the very beginning of his article, referring to an ad placed on the stage door of the American Theatre that reads "Wanted: Thousands of Trained Directors" (410). He also believes that most theatre departments place a high emphasis on the playwriting and acting class as a way to develop a program of theatre. Both Lee Norvelle in his article "The Theatre in Time of War" and John Hansen in his

article, “Speech in A Nation At War” discuss the tasks that theatre departments took upon themselves to develop curriculum that would help the nation win the war. Both list courses and programs that were developed within the theatre department that would encourage the morale of the soldiers, compensate for the loss of students, faculty, and staff, and continue to develop a program that was new and would be respected by academic theatre critics.

In the 1956 article “Theatre, Society, Education,” Dudley Nichols states that the role of the university theatre and society is to nourish each other, that theatre has a social function and as society is shaped by the theatre, so is theatre shaped by society. The biggest conflict between the two, are the choices the society or community makes that are different from the choices that the university theatre makes. The results of these choices “stir audiences to self-reflection and challenge society's views of the facts of life” (Nichols 180).

Burnett Hobgood again evaluates theatre curriculum in all undergraduate schools, offering instruction beyond the secondary level in Southeast America in 1958, in his article “Analysis of Undergraduate Theatre in Southeastern Higher Education.” In the article he reiterates Coeugh’s point about administering theatre curriculum under the guise of a speech department stating that “59 percent of college theatre programs were administered by English or Speech departments” thus making “English and Speech to compete for departmental loyalty” (298). He also states that “theatre programs are most active in colleges and universities with the liberal arts orientation.” Horton believes a

“craft and technique approach is dominating teaching policy,” (298) and the number of theatre programs overall in the Southeast has increased.

In the article “A Graduate Curriculum for Community Theatre Directors” published in 1962, Gerald Kahan, writes that there is a great need for trained theatre directors, reiterating Sanderson’s notion referring to the need for teachers, to be placed into the community, but showing the possible increase in demand for both theatre practitioners and theatre teachers as a whole from 1929-1960. Kahan believes that the students should be trained and come directly from the university theatre and should be placed by the university into community theatre. He believes that this is the university theatre’s responsibility. Kahan also believes that graduate school should be interactive with the community in an internship-like way, where the student is placed in a community theatre and is evaluated by the success of the show, the ideas gained about the individuals, and industrial, educational, economic, religious, and racial aspects in the community. He hammers his final point by saying without the trained college director the community theatre does not exist.

The collection of books, journals, and articles provide insight to the changing academic curricular influences from 1920 to 1960. The examination underscores that the discussion of theatre curricula in all its various facets was ever ongoing. The discussion revealed the development of new curricular legislation, which eventually led to the establishment of the junior college and enabled the dropping of the “teachers” moniker in the State Colleges.

The literature review also reveals that from 1930s to the 1940s the discussion examined the goals of a department of speech in the state colleges, the objective and purpose of dramatic arts curricula, and the legitimacy and acceptance of the academic theatre curricula in the state college system. From the 1940s to 1950s, the discussion examined the questions: what speech and drama curricular objectives should be established in a speech and drama department and what courses should be offered in order to meet the curricular objectives established. Furthermore, the discussion of the 1940s to 1950s examined what the state college and students gain from the formation of new curricular objectives and courses. The 1950s to 1960s discussion examined the practical purpose of academic theatre curriculum and the students' use of their training to serve the community. Finally the discussion expressed the sentiment that research and examination of academic theatre curricula were vital to resolve academic theatre curricular problems that developed from 1920 to 1960. The more research compiled and analyzed enabled the legislatures and academic administrators to explore new options in improving the college, the department, its curricular objectives, and its curriculum.

Chapter two of the thesis examines major, minor, and graduate curricular objectives offered by the SJS Drama Program and uses data from primary resources to show how these curricular objectives reflected development of the SJS Drama Program and development of its curriculum.

The SJS Drama Program Bulletin offers clear objectives and courses which change as the department and major, minor, and graduate course curricula develop. I chose to analyze the data in ten-year increments based upon the example that Anne

Berkeley's article "Changing Theories of Collegiate Theatrical Curricula 1900-1945" provides. The primary resource used was the special collection archives at MLK Library, which houses records from the SJS Drama Program archives detailing the curriculum from 1871-2007.

Chapter three of this thesis places the appropriate course data into eight different categories. The first category is the total number of classes offered each year. The total number excludes graduate and summer classes offered. Charting and calculating the total number yields the total and average number of undergraduate classes offered per year within the thirty-year time period. Calculating the total and average number of undergraduate courses offered per year through the thirty-year period reveals the second category. The second category determines the rate of increase or decrease of the course curricula per year and its average overall and average increase or decrease in the total number of courses offered for the thirty-year time frame. The third category calculates and graphs the upper-division courses offered each year, the total number of upper-division classes offered and the average number of upper-division classes offered per year from 1929 to 1960. The fourth category calculates and charts the average increase or decrease in the upper-division classes per year, overall and average increase or decrease in the upper-division courses for the thirty-year time frame. The fifth category calculates and graphs the lower-division courses offered each year, the total number of lower-division classes offered, and the average number of lower-division classes offered per year from 1929 to 1960. The sixth category calculates and charts the average increase or decrease in the lower-division classes per year, overall and average increase

or decrease in the lower-division courses for the thirty-year time frame. The seventh category calculates and graphs the total number of graduate courses offered each year, the total number of graduate classes offered within the thirty-year time frame, the overall average number of graduate courses offered for the thirty-year period, and the average number of graduate classes offered since the development of graduate curriculum in 1947 to 1960. The eighth category accounts for the 1952 listing of the curriculum. In 1952, the SJS Drama Program separated courses into drama and speech sections. It calculates and graphs, the drama and speech sections total and average number of classes offered per year and the overall and average percent increase or decrease of the classes for the thirty-year time frame. Summer courses are excluded from the data.

For my analysis of the department and curricula from 1929-1960, the San Jose State Teachers College and San Jose State College catalogs offer a great deal of information about the SJS Drama Program including course descriptions of each class, along with the class title, course number, and frequency offered. Chapter four of this thesis examines the course title and description changes that coincide with the new major, minor, or graduate curricular objectives offered.

The conclusion of the thesis uses secondary literature from books, journals, catalogues, and articles in order to establish the emerging trends in university theatre curricula, its purpose, development and educational use in the United States. The thesis then compares these trends to the development and progression of academic theatre curriculum in the SJS Drama Program, including academic reform policies, department name changes, key figures and objectives, during each ten-year interval of the thirty-year

time frame, to determine how the results of the comparison indicate shifts in teaching objectives and mission.

Chapter Two: Objective Changes from 1930-1960

This portion of the discussion will examine the curricular objectives offered in the SJS Drama Program from 1930 to 1960. The research examines the curricular major, minor, credential, and graduate objectives offered in ten-year increments. Even though new curricular objectives were not offered every year; through the thirty-year period the reader can see the SJS Drama Program's curricular focus and change. The curricular objectives were disseminated by the SJS Drama Program by means of the Bulletin. The Bulletin was established in 1929 to provide better means to promote the SJS Drama Program curriculum (See Appendix A).

The SJSTC Bulletin also provided objectives and purpose for study, set up by the program in order to administer the curricula. Dramatic activities were offered to give the individual an extended view by revealing human character and action through study and presentation, thus enabling the student to "express oneself clearly and effectively help someone understand why he acts and thinks" (34).

In 1930 the SJS Drama Program offered a new major upper-division curricular objective. The 1930 Bulletin states that the objective offers "the pre-secondary course with a major in Speech Arts but without the Teaching Credential. Recommended for those who wish to transfer upon graduation to other institutions of learning for work toward a Master's or a Doctorate degree" (sic 196). Gilbert states that in 1930 "the first major program for college-trained police officers in the United States, or in fact in the

world, was started at San Jose as a junior college curriculum leading to an A.A. degree. Later it developed into a leading four-year leading to an A.B. degree" (155).

In 1932 the SJS Drama Program Bulletin clarified all its major upper-division curricular objectives that would lead a student through the A.B. degree objectives. In 1932 the SJS Drama Program offered seven different major upper-division curricular objectives. The first major curricular objective granted the student the A.B. degree along with a Special Secondary Certificate in Speech that was developed so that it would allow the individual to teach "Oral and Dramatic Interpretation and Expression in high schools" in California (146). A second function of the objective was "for those students who desire a thorough training in Speech before taking a fifth year at a graduate school for the purpose of securing a regular high school teaching certificate" (146). A new objective created may have given rise to the phenomenon commonly known as the double major. This new objective was established to allow the student to obtain a A.B. degree in Speech and "one other secondary school subject (Physical Education, Art, Music, Home Economics), entitling the holder to teach his two majors in the secondary schools" (146). The SJS Drama Program created this objective so that it would make it easier for the graduating student to find a job in the secondary schools. The third major curricular objective was created whereby the student would receive an A.B. degree in Speech and a Junior High School credential without the internship of practice teaching. The fourth objective granted the student an A.B. degree in Speech with a General Elementary Credential. The curricular objective was designed "for those students who desire a thorough training in Speech and at the same wish to secure the General Elementary

credential...courses which should be of practical value in elementary teaching" (147).

The fifth major curricular objective confers the A.B. degree in Speech and offers credentials in the General Elementary and Junior High School curriculum.

The 1932 Bulletin states that the curricular objective "requires more than four years to complete...the major who expects to received the combined Junior High School and General Elementary must add the certain prescribed courses to those required of the major taking the General Elementary Credential only" (147). The sixth upper-division curricular objective granted an A.B. degree for pre-secondary majors in Speech and English. The Bulletin states that the objective "is recommended for the student who...expects to do graduate work at some university" (147). No teaching credential was required to complete this curricular objective. The seventh and final curricular objective confers an A.B. degree for pre-secondary majors in Speech. The SJS Drama Program Bulletin states the objective was "recommended for the student who wishes to transfer upon graduation to other institution of learning for work toward a higher degree" (147).

1933 was a time of change for the Teacher's College in response to the curriculum taught in the individual programs. Gilbert writes, "As the non-teaching curricula expanded, a movement began to drop the word "teachers" from the college name and to allow students to earn the A.B. degree without taking professional education courses" (156). President MacQuarrie was the leading advocate for SJSTC to follow the early 1930s national trend, stating "If approved, we shall have all the privileges of a liberal arts

college with the added right to grant degrees" (Gillis 157). However, when the measure arose to drop the vocational designation of the school later that year it was defeated.

In 1934 one of the lower-division curricular objectives was clarified. The objective addressed the two-year training courses in the Speech curricula. The new lower-division speech curricular objective functioned to aid the "student with special attributes toward Oral Interpretation and Dramatics... [and] gives the basic preparation for entrance into the community theatrical productions" (39).

As a result of the Jones Act in 1935 San Jose State Teachers College was renamed. Gilbert writes that "the legislature authorized changing the name of the teachers colleges to State college" (158). Under this act the institution became San Jose State College. The reason is because of the trend to drop the teachers' emphasis from the title because of the growing number of students who attended who did not want to pursue teaching careers and would rather work in the community theatre in some vocational way. In 1937 the title of the SJS Drama Program was changed from the Department of Speech and Stagecraft to the Speech Arts Department.

In 1938 the SJS Drama Program identified lower and upper-division curricular objectives and specific courses that were offered under each curricular objective. Upon completion of the first objective the student received the A.B. degree with a Special Secondary Credential in Speech. The following courses were placed in the lower-division section of this objective Fundamentals of Speech, Oral Interpretation, Choice of Play, and Acting. The following courses were placed into the upper-division section of this objective Remedial Speech, Play Production, Theatre Backgrounds, Advanced

Interpretation, Makeup, Theatre Workshop, Playwriting, Voice and Diction, Repertoire, Stagecraft, Stage Design, and Stage Lighting (175).

The second major curricular objective granted the student an A.B. degree in both English and Speech. The following courses were offered in the lower-division part of this objective Fundamentals of Speech, Oral Interpretation, Choice of the Play, and Acting. The following courses were offered in the upper-division part of this objective Play Production, Dramatic Criticism, Advanced Interpretation, Makeup, Theatre Workshop, Playwriting, Voice and Diction and Repertoire (175).

The third major curricular objective granted the student an A.B. degree in Speech. The following courses were offered in the lower-division curricula as a part of the objective Fundamentals in Speech, Public Speaking, Oral Interpretation, Choice of Play, Acting, and Modern Drama. The following courses were offered as upper-division curricula as a part of this objective Remedial Speech, Play Production, Theatre Backgrounds, Advanced Interpretation, Makeup, Theatre Workshop, Playwriting, and Voice and Diction (175).

A fourth major curricular objective granted the student an A.B. degree in Drama. The following courses were offered in the lower-division curricula as a part of this objective: Fundamentals of Speech, Oral Interpretation, Makeup, Acting, Modern Drama, and Motion Picture Appreciation. The following courses were offered in the upper-division curricula as a part of this objective Play Production, Theatre Backgrounds, Dramatic Criticism, Theatre Workshop, Playwriting, Voice and Diction, Dialect, Stagecraft, Scene Design, Stage Lighting, and Advanced Acting (175).

The fifth major curricular objective granted the student a General Elementary Major Degree in Speech. The following courses were offered in the lower-division curriculum as a part of this objective Fundamentals of Speech, Public Speaking, Oral Interpretation, Choice of Play, and Acting. The following courses were offered in the upper-division curriculum as a part of this objective Remedial Speech, Classroom Methods in Remedial Speech, Dramatization, and Educational Dramatics (175).

The sixth major curricular objective granted the student an A.B. degree for a General Junior High School major in Speech. The following courses were offered in the lower-division curriculum as a part of this objective Acting, Fundamentals of Speech, Public Speaking, Oral Interpretation, Choice of Play, and Motion Picture Appreciation. The following courses were offered in the upper-division curriculum as a part of this objective Remedial Speech, Classroom Methods in Remedial Speech, Dramatization, Educational Dramatics, Play Production, Makeup, Theatre Workshop, Voice and Diction, and Teaching of Speech (175).

In 1938, the SJS Drama Program clarified the Junior College curriculum. The Bulletin stated that upon completion of the curriculum the student would earn an Associate of Arts Degree. No courses were subdivided into the specific objective. In 1938, the SJS Drama Program also clarified the minor curricular objectives by separating the curricula into specific objectives. The first minor objective grants the student who is majoring in a subject other than speech but pursues a minor degree in Speech without the teaching credential. The following courses were offered in the lower-division curriculum as a part of this minor objective Fundamentals of Speech, Public Speaking, Oral

Interpretation, and Acting. The following courses were offered in the upper-division curriculum as a part of this minor program objective Play Production, Playwriting, and Dramatization (175).

The second minor curricular objective granted the student a minor in Drama. The objective was established for the student who is majoring in a subject in another department. The following courses were offered in the lower-division curriculum as a part of this objective Fundamentals of Speech, Public Speaking, Oral Interpretation, and Acting. The following courses were offered in the upper-division curriculum as a part of this objective: Play Production, and Playwriting (175).

The SJS Drama Program's third minor curricular objective granted the student a minor degree in General Elementary and Kindergarten Primary Speech. The Bulletin states that this curricular objective was "designed primarily to develop speech knowledge and skills needed by the average grade teacher" (176). The following courses were offered into the lower-division curriculum as a part of this objective Fundamentals of Speech, and Oral Interpretation. The following courses were offered into the upper-division curriculum as a part of this objective Classroom Methods in Remedial Speech, Dramatization, and Educational Dramatics (176).

The SJS Drama Program Bulletin states that the fourth minor curricular objective was "designed to aid the perspective junior high school teacher in meeting general speech problems" (176). The following courses were offered in the lower-division curriculum as a part of this objective Fundamentals of Speech, Public Speaking, Oral Interpretation, and Acting. The following courses were offered in the upper-division curriculum as a part of

this objective Classroom Methods in Remedial Speech, Dramatization, Educational Dramatics, and The Teaching of Speech (176).

The fifth minor curricular objective granted a General Junior High School minor in Drama. The curricular objective was "designed to equip the perspective junior high school teacher with a fundamental training for producing school plays, assembly programs, or leading extra-curricular groups in dramatic work" (176). The following courses were offered in the lower-division curriculum as a part of this objective Fundamentals of Speech, Public Speaking, Oral Interpretation, Choice of Play, and Acting. The following courses were offered in the upper-division curriculum as a part of this objective Play Production, Dramatization, and Makeup (176).

The sixth minor curricular objective granted the student a minor in Remedial Speech. The SJS Drama Program Bulletin stated that the objective also offered curricula that will "give an accurate, practical study of...theory and technique of voice and speech production, ear training, diagnosis and causes of the common deviations from normal speech found in the classroom and techniques for the correction of such deviations" (178). The following courses were offered in the lower-division curriculum as a part of this objective Fundamentals of Speech, and Oral Interpretation. The following courses were offered in the upper-division curriculum as a part of this objective Remedial Speech, and Voice and Diction (176).

The seventh curricular objective granted a Credential in the Correction of Speech Defects. The objective was offered only in connection with a regular teaching credential such as a General Elementary, or a General Junior High School etc. The following

courses were offered as a part of this objective Oral Interpretation, Advanced Remedial Speech, Clinical Techniques and Practice Teaching (176).

Between the 1930 and 1940 the SJS Drama Program extensively developed the major, minor, and credential curricular objectives. The curricular objectives offered from 1930 to 1940 were created as a practical pathway to fulfill the SJS Drama Program's curricular focus: to train students to become teachers of speech in the junior and secondary high schools. The curricular focus was reflected through the name of the SJS Drama Program during the ten-year period. The SJS Drama Program was called the Department of Speech Arts during the ten-year period. In 1935 the name of the institution was changed from San Jose State Teachers College to San Jose State College. In 1938 The Department of Speech Arts followed the academic trend and added to the curricular major and minor objectives in drama. The major and minor curricular objectives were added to facilitate students who wished to teach drama in the junior or secondary high schools, or seek training through the curricula to work in some dramatic facet in the community theatre.

1940-1949 Curricular Objectives

In 1940, the SJS Drama Program curricular objectives were constructed to assist the student in three different specialized areas. The first specialized area is a "general speech program with courses in interpretation, public speaking, dramatics, and speech correction" (205). The second specialized area offered courses that emphasize dramatics. The third specialized area offered courses in remedial speech. Instead of identifying

courses within each objective, the specialized areas were used to divide the curricula. The specialized areas were clarified by the curricular objectives offered within them. The first major curricular objective granted the student a B.A. Degree with a Special Secondary Credential in Speech. Upon fulfilling the objective the student would be qualified to teach oral and dramatic literature in the public schools. A second function of the objective enabled the graduate student to obtain a Secondary Credential in Speech.

The second major curricular objective granted the student a B.A. Degree with a Special Secondary Credential in Speech and a General Junior High School Credential. The SJS Drama Program required that in order for a student to pursue the objective, the student must satisfy both credentials. Completing the objective would qualify the student to teach in the junior high schools under supervision from instructors from both the Education and Speech Departments.

The third major curricular objective granted the student a B.A. Degree with a General Elementary major in Speech. The objective was created for the student who wants training in speech. Upon completion of the curricular objective the student would also earn a General Elementary Credential in Speech.

The fourth major curricular objective granted the student a B.A. Degree with a General Junior High School and a General Elementary Credential and a major in Speech. The objective functioned for students who wish to “receive the combined general junior high school and general elementary credentials” (205).

The fifth major curricular objective granted the student a B.A. Degree with a major in Speech and English. The curricular objective functioned for the student who

wished to go to graduate school. The curricular objective did not require the student to earn a teaching credential to complete the objective. The student would have the choice to earn a General Secondary Credential during his graduate study.

The sixth major curricular objective granted the student a B.A. Degree with a major in Speech or Drama. The Speech and Drama degrees did not need to be accompanied by a General Secondary Credential, but the student was required to complete a minor in English.

Robert Jenkins states that “During WWII many faculty, were drawn into military or public service, fortunately without casualties. Adjusting to the necessities of the war years, most courses were dropped, and the faculty decreased to four” (15). In 1942 the SJS Drama Program changed the title of what was formerly called the Department of Speech Arts to the Speech and Drama Department. The SJS Drama Program offered no new curricular objective changes between 1940 and 1946.

In 1947 the SJS Drama Program refined the major, minor, and credential curricular objectives. The first major curricular objective granted the student a B.A. Degree with a Major in Speech or Drama. The Bulletin states that this objective was for the student that “fulfills the department and college requirements for the general secondary credential” (259). Once the student completed the objective it would allow him to “teach in the secondary schools of the state” (259).

The second major objective granted the student a B.A. Degree with a Special Secondary major in Speech and Drama. The Bulletin states this objective was a “four year program that qualifies the student to obtain the special secondary credential in

speech arts. The credential grants the student the holder to teach oral and dramatic interpretation, and expression in the secondary schools of the state” (260).

The third major curricular objective granted the student a B.A. Degree in General Junior High School Major in Speech and Drama. Once the student completes the objective it would grant the student to permission to teach the “seventh, eighth, and ninth grades in the State. The student must “also meet all requirements for the credential outlined in the educational outlined by the education and personnel departments” (261).

The fourth curricular objective granted the student the General Elementary major in Speech and Drama. To fulfill the objective the student must fulfill the General Elementary Credential offered by the department.

The SJS Drama Program offered non-credential curricular objectives for the student who did not want to teach in the academic school system. The first non-credential curricular objective granted the student a B.A. Degree in Speech. The objective was created for the student who wished for “general training in the entire speech field” (262).

The second non-credential curricular objective was “designed for the student who is interested in basic training for theatre, radio, or motion picture work” (263). The third non-credential curricular objective granted the student a joint major in Speech and Drama and another department. The objective was created for the student who wants to pursue a double major. The Bulletin states that the curricular objective combines “speech and drama with a major in another department as English, Music, Art, Social Science, etc” (264).

The SJS Drama Program also offered a Two Year Technical Program in Drama. The Bulletin states that the program was “outlined for the students who do not desire to qualify for a four year degree but who wish to secure two years of concentrated basic training for theatre, radio, or motion picture work” (264).

The SJS Drama Program expanded the minor curricular objectives. The first minor objective was “designed to accompany a major in another department for the general secondary credential. It is composed of courses of general training for the secondary teacher who has an interest in this field and wishes to qualify to handle such work on the secondary level” (264).

The second minor objective granted the student the Special Secondary minor in General Speech and Drama and a General Junior High School minor in Speech and Drama. The Bulletin states that minor objective was “designed to accompany a major in another department for the special secondary teaching credential or the junior high school teaching credential” (264). Once the student completed the objective it would qualify them to teach in the junior or secondary high school level

The third minor curricular objective granted the student a Special Secondary minor in Theatre Production. The new minor curricular objective was designed to “equip the preparing teacher with those fundamental technical learning necessary to the satisfactory production of the school play” (264).

The fourth minor curricular objective granted the candidate a General Elementary minor in Speech and Drama. The minor objective was “designed to accompany the kindergarten-primary credential or the general elementary credential. It is composed of

courses of general training for the teacher who has an interest in this field and who wishes to qualify to handle such work in the elementary school level” (265).

The fifth minor curricular objective granted the student a minor in Remedial Speech. The Bulletin states that the course was designed as a:

teaching minor to accompany a credential with a major in another department. It is composed of courses giving a general foundation of knowledge of the field of remedial speech. The program is basic for those who wish to qualify for the credential in the correction of speech defects. (265)

The sixth curricular minor objective granted the student a minor in Public Speaking. The Bulletin states that the objective was “designed to give basic training in the specialized field of public speaking” (265).

The seventh minor curricular objective granted the student a minor in Interpretation. The Bulletin states that the objective was “designed to give basic training in the field of Oral Interpretation” (265).

The eighth minor curricular objective granted the student a minor degree in Radio. The Bulletin states that the curricular minor was “designed to give basic training in the field of radio appreciation in radio activity” (266). Robert Jenkins writes that the radio curricula was designed “for students interested in radio the Speech and Drama provides...in addition to actual experience on air, the department offers a complete group of courses which provide a concentrated training in Radio Writing, Radio Speaking, and Radio Production” (12). Jenkins continues by stating that:

a true radio specialist, Edgar Willis, was hired in 1946 to develop curriculum in the Radio-Television field. He combined three smaller offerings into a one-year course called Elements of Broadcasting and, two years later in 1948, submitted a proposal for a special two-year “Trial

Curriculum in Radio Speech” which was approved as an emphasis in the major leading to a A.B. degree. (11)

The ninth curricular minor objective granted the student a minor in Acting. The Bulletin states that the new minor curricular objective was “designed to give basic training in the skill field of acting” (266).

The tenth minor curricular objective granted the student a minor in Dramatic Literature. The Bulletin states that the new curricular minor objective was “designed to give the student a general acquaintance with the field of dramatic literature” (266).

The eleventh curricular minor objective granted the student in the minor in Technical Theatre. The Bulletin states that the minor was designed to “give the student fundamental training in the basic techniques involved in the technical staging of a play” (267).

In 1948 the SJS Drama Program expanded by adding a new curricular major objective. The Drama Program offered a B.A. degree in Radio Speech. The Bulletin states that the new major curricular objective was “designed for the student who wishes to specialize in training for the radio” (281). Jenkins states that “in 1949 the Department instituted the requirement that a Degree major must earn a C or better in all required Drama courses” (14).

The new curricular major and minor objectives offered from 1940 to 1950 shifted the emphasis of the SJS Drama Program. The result of the shift saw courses in Drama develop as an even stronger focus of the SJS Drama Program during the ten-year period. In 1942 the name of the SJS Drama Program was changed from the Department of Speech Arts to the Department of Speech and Drama. To administer the curricula the

SJS Drama Program offered new curricular major objectives in Dramatics, specifically, emphasizing Dramatic Literature, and offering a B.A. Degree and credential curricular objectives in Drama. Another significant change occurred from 1940 to 1950 as the SJS Drama Program developed new minor curricular objectives. The SJS Drama Program offered new minor curricular objectives in Public Speaking, Interpretation, Theatre Production, and Technical Theatre. Finally, in 1948 to facilitate Radio as an academic curricular teaching tool the SJS Drama Program offered a new major curricular objective that granted the student an A.B. degree in Radio Speech.

1950-1960 Curricular Objectives

In 1950 the SJS Drama Program offered a new minor curricular objective in Public Relations. The Bulletin states that this objective was “designed to give necessary basic training in speech techniques needed by the individual engaged in professional public relations” (177).

A second new curricular objective was established that offered the student the Masters of Arts Degree in Drama and Speech. The Bulletin states that this objective provides “opportunity for the candidate to select one of the following fields for specialization: acting and directing, drama and literature, theatre production, teacher training” (166).

In 1950 the SJS Drama Program offered two different options to aid the student in the task of completing the A.B. degree in Drama. The first option granted the student the A.B. degree according to the Bulletin states that the objective is “for the student who

wishes to specialize in the theatre production field” (167). The second option granted the student the A.B Degree in Drama with the emphasis on Acting and Directing.

Robert Jenkins writes that, “In 1951 the M.A. program was added in Drama. On order from Sacramento the college was reconstructed into Divisions, with the Speech and Drama Department a part of the Division of Fine Arts” (17).

In 1952 the SJS Drama Program offered an A.B. degree in Drama and English. The Bulletin states that the new curricular major objective is designed “for the student who wishes to take correlated work in the fields of dramatic literature, general literature, and with a background of theatre production” (171). The SJS Drama Program offered The General Secondary Major in Language Arts. The Bulletin states that the curricular objective “may be taken by any student who fulfills the college requirements for this particular combination in language arts” (171).

Jenkins writes that “in 1952 the A.B. in Drama was divided into three types: Acting-Directing, Theatre Production, and Drama/English with an emphasis on writing and literature” (17).

The SJS Drama Program offered a new curricular objective in 1953. The Bulletin states that completion of the objective granted the students an A.B. degree in Radio and Television and was for the students who wish “to specialize in training for radio and television” (184). A second new curricular objective granted the student an A.B. degree in Radio and Television Natural Science. The Bulletin states that to complete the curricular objective the student would “have to take at least a class in physical science and life science” (184).

The SJS Drama Program offered a new minor curricular objective in 1958. The Bulletin described that the new minor objective granted the student a minor in teaching exceptional children speech correction and lip reading in Remedial Speech.

The new curricular objectives offered from 1950 to 1960 completed the shift in curricular emphasis from the SJS Drama Program that strictly emphasized Speech in the 1930s to a department that predominantly emphasized Dramatics through 1950 to 1960. Jenkins writes that:

In the late 1940s it became evident that production in television must be added. With the appearance of commercial television in 1948, it became obvious that the new field would have to be included if broadcasting training was to be complete, and since the early 1950s more and more emphasis was placed on this aspect of broadcasting. (15)

As a result of the new trend, in 1953 the A.B. degree in Radio was expanded to include Television. Finally, the California State Legislature passed a bill in 1948 that would allow the "State Colleges" to confer the M.A. degree. As a result the SJS Drama Program offered a curricular objective that upon completion granted the M.A. degree in Speech and Drama.

Chapter Three: Course Offerings 1930-1960

Chapter three examines the total and average number of courses offered by the SJS Drama Program from 1930 to 1960. It also examines the total and average number of lower, upper, and graduate course curricula offered in ten-year increments. Examining the curricula through this time period does not indicate why the curricular changes took place but, allows the reader to see the SJS Drama Program's use of the curricular objectives by viewing the courses offered. Moreover, the Bulletin reveals the SJS Drama Program's curricular focus by clarifying what courses were offered in the SJS Program that would enable the student to fulfill the objectives (See Appendix A).

A course is a class offered by the SJS Drama Program. Some courses are offered in sections. A section accounts for one class. A second section of the course may offer a different definition of the course than the first section. A second section may offer the exact definition that the first section did. This suggests a trend that either, courses were designed so that a student would have to complete the first section of the course before he or she could move onto the next section, or the SJS Drama Program felt it necessary to offer more than one classes in the course title. For example, the SJS Drama Program offered three sections of the course Play Production in the lower-division curriculum in 1929. Therefore three is the number of Play Production classes offered in the SJS Drama Program lower-division curricula in 1929.

The curricula offered by the SJS Drama Program helped the student look beyond his own environment and experience, increase body and voice control, and coordination,

and further the social service ideals of the department. As each curricular major objective, minor objective, and graduate objective was added, the SJS Drama Program increased or decreased the number of classes offered in the lower-division, upper-division, and graduate course curricula. The SJS Drama Program offered 30 classes in 1929. If the class had more than one course of the same title in order to advance to the next level the student would have to complete the prerequisite class. The SJS Drama Program offered seven courses in the lower-division curriculum in 1929. The Drama Program Bulletin offered three sections of Oral English, two sections of Public Speaking, one section of Advanced Public Speaking, and Debate (182). Gillis examines the three sections of Public Speaking writing that, "With the extension of Public Speaking into a year course each quarter of work carried a specialized emphasis: first quarter-extemporaneous speaking of the informatory type; second quarter-persuasive speaking; third quarter- discussion" (5). The SJS Drama Program offered 23 upper-division courses. The classes offered for upper-division credit were English Phonetics (with special references to pronunciation), Application of Phonetics to (correction of articulatory speech defects), Children's Literature, Story Telling, three courses of Theatre Backgrounds, The Choice of the Play, Advanced Interpretation, Dramatization, three course of Play Production, Stage Craft, Puppetry, Pageantry, Pantomime, Stage Design, Stage Costume, Correction of Articulatory Speech Defects, Teaching English to Foreign Children, and The Teaching of Speech Arts.

The SJS Drama Program offered 43 total courses in 1930. The number of courses offered increased 43 percent from the previous year. The SJS Drama Program offered 14

courses in the lower-division curriculum. The number of lower-division courses increased 100 percent from the previous year. The following courses were added to the lower-division curriculum two sections of Public Speaking, one section of Oral English, Open Forum, Reading, History of Oratory, and Nervous Speech Disorders. The upper-division curriculum offered 29 courses in 1930. The number of upper-division courses increased 26 percent from the previous year. The following were the upper-division courses added to the program in 1930 The Correction of Speech Difficulties, Advanced Speech Correction, Advanced Interpretation, Dramatization, and Principles of Acting, Voice Analysis, Shakespeare, Playwriting, Repertoire, The Production of Religious Drama, The Assembly Program, and Advanced Interpretation.

In 1931, the SJS Drama Program offered 34 total courses. The number of total courses offered decreased 21 percent from the previous year. The SJS Drama Program offered 13 courses in the lower-division curriculum. The number of lower-division courses offered decreased 1 percent from the previous year. The department removed all four sections of Oral English and replaced them by joining three sections of Oral Interpretation and Public Speaking into one class. The SJS Drama Program offered 21 upper-division courses in 1931. The number of upper-division courses decreased 28 percent from the previous year. The following were the courses removed from the upper-division curriculum one section of Advanced Public Speaking, two sections of The Choice of the Play, Dramatic Criticism, Repertoire, The Production of Religious Drama, The Assembly Program, The Organization and Production of a Pageant, The Teaching of Speech Arts, and Practice Teaching (See Appendix A).

The SJS Drama Program offered 41 courses in 1932. The total number of courses offered increased 21 percent from the previous year. The SJS Drama Program offered 14 courses in the lower-division. The number of lower-division courses increased 1 percent from the previous year. The following courses were added to the lower-division curriculum Elementary Argumentation and Debate, Advanced Argumentation and Debate, Debate Practice, and The Psychology of Speech. The following courses were removed in the lower-division curriculum Debate, and Advanced Debate, and Nervous Speech Disorders. The SJS Drama Program offered 31 courses in the upper-division curricula. The number of upper-division courses offered increased 48 percent from the previous year. The following courses were added to the upper-division curriculum one section of Repertoire, The Production of Religious Drama, The Assembly Program, The Organization and Production of a Pageant, The Teaching of Speech, and Practice Teaching, and three sections of Argumentation and Debate. The following courses were removed from the upper-division curriculum three sections of Debate, and one section of Stage Construction.

The SJS Drama Program offered 37 total courses in 1933. The total number of courses offered decreased 10 percent from the previous year. The SJS Drama Program offered 13 lower-division courses in 1933. The following courses were removed from the lower-division curriculum Open Forum, The History of Oratory, and one section of Argumentation and Debate. The following courses were added to the lower-division curriculum Debate Practice and Principles of Acting. The SJS Drama Program offered 27 courses in the upper-division. The number of upper-division courses offered

decreased by 23 percent from the previous year. The following courses were removed from the upper-division curriculum Advanced Public Speaking, Principles of Acting, Repertoire, and The Production of Religious Drama, and The Practice of Teaching. The course titled Student Teaching was added to the upper-division curriculum. The SJS Drama Program offered 45 total courses in 1934. The total number of courses increased 22 percent from the previous year. The SJS Drama Program offered 18 lower-division courses in 1934. The number of courses offered increased 28 percent from the previous year. The following courses were added to the lower-division curriculum three sections of Public Speaking, Oral Interpretation, and Intercollegiate Debate, one section of Stage Design, one section of Elementary Speech, and one section of Voice Science. The following courses were removed from the lower-division curriculum three sections of Fundamentals of Speaking-Public Speaking, Public Speaking-Oral Interpretation, and one section of The Psychology of Speech. The SJS Drama Program offered 30 courses in the upper-division. The number of upper-division courses increased 25 percent from the previous year. The following courses were added to the upper-division curriculum three sections of Intercollegiate Debate, Theatre Workshop, School Programs for Entertainment, and The Organization and Production of a Pageant. The following courses were removed from the upper-division curriculum three sections of The Art of Make Up, Shakespeare for School Players, School Programs for Entertainment, The Assembly and Other Programs, and Argumentation and Debate.

The SJS Drama Program offered 46 courses in 1935. The number of total courses offered increased 2 percent from the previous year. The SJS Drama Program offered 18

courses in the lower-division curriculum. The number of lower-division courses offered did not change from the previous year. The lower-division course curriculum did not change from the previous year. The SJS Drama Program offered 28 courses in the upper-division. The number of upper-division courses increased 4 percent from the previous year. Puppets and Show was the only course added to the upper-division curriculum in 1935.

The SJS Drama Program offered 40 total courses in 1936. The total number of courses offered decreased 13 percent from the previous year. The SJS Drama Program offered 24 courses in the lower-division curriculum. The number of lower-division courses increased 25 percent from the previous year. The following were the courses added to the lower-division curriculum three sections of Elementary Voice and Diction, Laboratory Theatre, two sections of Acting, one section of Directing, and Speaking Choir. The following courses were removed from the lower-division curriculum one section of Elementary Speech, Principles of Acting, Stage Design, and Voice Science. The SJS Drama Program offered 16 courses in the upper-division. The number of upper-division courses offered declined 43 percent from the previous year. The following courses were removed from the upper-division curriculum three sections of Theatre workshop, two sections of Pantomime, one section of Stagecraft, Playwriting, Voice and Diction, Dramatic Criticism, Classroom Speech for Teachers, School Programs for Entertainment, Puppets and Show, Student Teaching, and The Teaching of Speech. The following courses were added to the upper-division curriculum three sections of Dramatic Criticism and Appreciation.

The SJS Drama Program offered 73 total courses in 1937. The total number of courses increased 83 percent from the previous year. The SJS Drama Program offered 30 courses in the lower-division curriculum. The number of lower-division courses increased 20 percent from the previous year. The follow classes were added to the lower-division curriculum in 1937, three sections of Police Public Speaking and three sections of Laboratory Theatre. The SJS Drama Program offered 43 courses in the upper-division curriculum. The number of upper-division courses increased 169 percent from the previous year. The following courses were added to the upper-division curriculum two sections of Remedial Speech, Radio Speaking, and Voice and Diction, one section of Classroom Methods in Remedial Speech, Advanced Remedial Speech, Clinic Techniques and Practice Teaching, Makeup, Theatre Workshop, Radio Writing, Play Writing, Stage Voice and Diction, History of Costume, Dialect, Repertoire. The following courses were removed from the upper-division curriculum, two sections of Speech Correction and three sections of Intercollegiate Debate.

In 1938, the SJS Drama Program offered 61 total courses. The total number of courses decreased 16 percent from the previous year. The SJS Drama Program offered 23 courses in the lower-division curriculum. The number of lower-division courses decreased 23 percent from the previous year. The following courses were removed from the lower-division curriculum are three section of Laboratory Theatre, one section of Oral Interpretation, Public Speaking, and Directing. The SJS Drama Program offered 38 courses in the upper-division curriculum. The number of courses offered decreased 12

percent from the previous year. The following courses were removed from the upper-division curriculum three section of Acting, and three section of Police Public Speaking.

The SJS Drama Program offered 53 courses in 1939. The total number of courses offered decreased 13 percent from the previous year. The SJS Drama Program offered 20 courses in the lower-division curriculum. The number of lower-division courses decreased 13 percent from the previous year. The following courses were removed from the lower-division curriculum: two sections of Public Speaking, and one section of Choice of Play. The SJS Drama Program offered 33 courses in the upper-division curriculum. The number of upper-division courses offered decreased 13 percent from the previous year. The following courses were removed from the upper-division curriculum, three sections of Advanced Remedial Speech, and two sections of Play Production.

Between the years of 1930 to 1940 the SJS Drama Program offered the majority of its courses in Speech. The majority of the curricular objectives emphasized Speech Arts curriculum. The introduction of dramatic arts curricular objectives and courses during the ten-year period indicated the beginnings and academic use of Drama in the SJS Drama Program. The SJS Drama Program offered an average of 47 total courses per year. The number of total courses offered in the SJS Drama Program increased an average of 10 percent per year through the ten-year period. The SJS Drama Program offered an average of 19 courses per-year in the lower-division curriculum during the ten-year period. The lower-division curriculum offered increased 15 percent per year through the ten-year period. The SJS Drama Program offered an average of 30 courses in

the upper-division courses through the ten-year period. The number of upper-division courses offered increased 15 percent per-year though the ten-year period.

Course Offerings 1940-1949

The SJS Drama Program offered 53 total courses in 1940. The total number of courses offered did not change from the previous year. The SJS Drama Program offered 20 lower-division courses in 1940. The number of lower-division courses offered did not change from the previous year. The course content and curricula did not change from the previous year. The SJS Drama Program offered 33 courses in the upper-division curriculum. The number of upper-division courses offered did not change from the previous year. The course content and curricula did not change from the previous year.

The SJS Drama Program offered 60 total courses in 1941. The total number of courses reflects a 13 percent increase from the previous year. The Drama Program offered 20 courses in the lower-division. The number lower-division courses offered remained the same from the previous year. The Program offered 40 courses in the upper-division curriculum. The following courses were added to the upper-division curriculum in 1941: one section of Voice and Speech Science, Play Reading, Radio Production, Dialect Stage Costume Construction.

The SJS Drama Program offered 62 total courses in 1942. The total curricula increased by 3 percent from the previous year. The Program offered 17 lower-division courses. The number of lower-division courses offered in 1942 declined 15 percent from the previous year. The following courses were removed from the lower-division

curriculum in 1942, three sections of Makeup, two sections of Modern Drama. The following courses were added to the 1942 lower-division curriculum, one section of Oral Reading, and Intercollegiate Debate. The Drama Program offered 45 upper-division courses in 1942. The number of upper-division courses offered increased 13 percent from the previous year. The following courses were added to the curriculum Stage Lighting, Stage Design, American Drama, Modern European Drama, Interpretation of Shakespeare, Advanced Public Speaking, Short Story Reading, Argumentation and Debate, Intercollegiate Debate, Radio Speaking, Poetry Reading, Poetry Reading, School Programs and Entertainments, Voice and Improvements. The following courses were removed from the curriculum: three sections of Stage Costume, Voice and Speech Science, Puppets and Shows, two sections of Radio Speaking.

In 1943 the SJS Drama Program offered 62 total courses. The total number of courses offered did not change from the previous year. The Program offered 17 lower-division courses. The number of lower-division courses offered did not change from the previous year. The Drama Program offered 45 courses in the upper-division curriculum. The upper-division curriculum did not change from the previous year.

In 1944 the SJS Drama Program offered 58 total courses. The total number of courses offered declined 6 percent from the previous year. The SJS Drama Program offered 14 lower-division courses. The number of lower-division courses offered declined 12 percent from the previous year. The following courses were removed in the lower-division: all three sections of Police Public Speaking. The SJS Drama Program offered 44 courses in the upper-division. The number of courses upper-division courses

offered decreased 2 percent from the previous year. Short Story Reading was the only course removed from the upper-division curriculum in 1944.

The SJS Drama Program offered 52 total courses in 1945. The total number of courses offered decreased 10 percent from the previous year. The Program offered 12 courses in the lower-division. The number of lower-division courses offered decreased 10 percent from the previous year. The following courses were removed from the lower-division curriculum: one section of Oral Reading, Modern Drama, and Argumentation and Debate. Introduction to Drama was added to the curricula in 1945. The Program offered 40 courses in the upper-division. The upper-division curriculum offered decreased 9 percent from the previous year. The following courses were removed from the upper-division curriculum.

In 1946, the SJS Drama Program offered 64 total courses. The total number of courses offered in 1946 increased 23 percent from the previous year. The SJS Drama Program offered 17 courses in the lower-division curriculum. The number of lower-division courses increased 18 percent from the previous year. The following courses were added to the lower-division curriculum: three sections of Police Public Speaking, Fundamentals of Speech, one section of Stagecraft, and The Entertainment Arts. The following courses were removed from the lower-division course load in 1945: three sections of Police Public Speaking, Fundamentals of Speech, one section of Stagecraft, and The Entertainment Arts. The following courses were removed from the lower-division curriculum: one section of Acting, and two sections of Voice and Diction. The SJS Drama Program offered 47 courses in the upper-division. The upper-division

curriculum offered increased 18 percent from the previous year. The following courses were added to the upper-division curriculum: English Phonetics, Argumentation and Debate, Repertoire, Playreading, Clinic Practice, Parliamentary Procedure and Group Leadership, Shakespeare for the Stage, three sections of Elements of Broadcasting, Contemporary Drama, and The One Act Play. The following courses were removed from the upper-division curriculum: Voice and Speech Science, Remedial Speech, Standard Diction for Stage Use, Voice and Speech Improvement, and Introduction to Radio.

The SJS Drama Program offered 87 total courses in 1947. The total number of courses offered reflects a 36 percent increase in curriculum offered from the previous year. The SJS Drama Program offered 34 lower-division courses. The lower-division curriculum increased 100 percent from the previous year. The following courses were added to the lower-division curriculum in 1947: three sections of Oral Reading, Historical Theatre, two sections Introduction to Shakespeare, Public Speaking, one section of Acting, Theatre Workshop, two sections of Voice and Diction. The following courses were removed from the lower-division curriculum in 1947: one section of Stagecraft, three sections of Fundamentals of Speech, Police Public Speaking. The SJS Drama Program offered 53 courses in the upper-division curriculum. The upper-division curriculum increased 13 percent from the previous year. The following courses were added to the upper-division curriculum: three sections of Styles of Acting, Historical Theatre, English Drama, Advanced Radio Speech, Advanced Radio Production, and Costume Construction. The following courses were removed from the upper-division curricula: English Phonetics, Contemporary Drama, Repertoire, Advanced Acting, and

Educational Dramatics, three sections of Police Public Speaking, and Fundamentals of Speech. 1947 marks the first time the SJS Drama Program offered graduate course curricula in Speech. The following courses were offered in the graduate course curriculum: Psychology of Speech, Theories of Oral Expression, Dramatic Theory and Practice, Problems in American Drama, Theories of Persuasion, and Secondary School Speech.

In 1948, the SJS Drama Program offered 83 total courses. The total course total decreased 5 percent from the previous year. The Drama Program offered 39 lower-division courses in 1948. The number of lower-division courses offered increased 13 percent from the previous year. The following courses were added to the lower-division curriculum: one section of, Survey of Stage Makeup, Stage Costume, The One-Act Play, American Drama, Training the Speaking Voice, Oral Interpretation, three sections of Introduction to Drama, Appreciation of the Arts, and Types of Drama. The following courses were removed from the lower-division curriculum: three sections of Historical Theatre, Modern Theatre, and one section of Introduction to Radio. The SJS Drama Program offered 54 courses in the upper-division curriculum. The number of courses offered increased 2 percent from the previous year. The following courses were added to the upper-division curriculum: Early American Drama, Modern American Drama, History of Costume for the Stage, Stage Makeup and Costume, Advanced Stage Makeup, and Storytelling. The following courses were removed from the upper-division curriculum: Modern Drama, Survey of Stage Makeup, Stage Costume, The One-Act Play, American Drama, and Play Production. In 1948 the SJS Drama Program offered 6

graduate courses. The graduate courses offered remained the same from the previous year.

In 1949 the SJS Drama Program offered 91 total courses. The total number of courses offered increased 10 percent from the previous year. The Program offered 38 courses in the lower-division. The number of lower-division curriculum decreased 3 percent from the previous year. The following courses were removed from the curriculum: three sections of Types of Drama. The following courses were added to the curricula: one section of Activity Projects, and one section of Argumentation. The SJS Drama Program offered 48 upper-division courses. The number of courses offered dropped 11 percent from the previous year. The following courses were removed from the upper-division curriculum in 1949: one course of Study Projects, Advanced Remedial Speech and Clinical Practice, Advanced Remedial Speech, Argumentation, and The Teaching of Speech. The SJS Drama Program offered seven graduate courses in 1949. The graduate curricula increased percent from the previous year. The following courses were added to the graduate curriculum: Materials of Research Methods in Speech and Drama, Scientific Bases of Speech. The following course was removed from the graduate curriculum: The Psychology of Speech.

Between the years of 1940 to 1949 the SJS Drama Program offered courses that emphasized Speech and Drama. During the ten-year period curricular objectives in Speech and Drama were equally emphasized through the curricula. The SJS Drama Program offered an average of 67 total courses per year. The total number of courses offered increased 6 percent per year during the ten-year period. The SJS Drama Program

offered an average of 23 lower-division courses during the ten-year period. The lower-division courses increased an average of 11 percent per year during the ten-year period. The SJS Drama Program offered an average of 45 upper-division courses per year during the ten-year period. The upper-division courses increased 4 percent per year during the ten-year period.

Course Offerings 1950-1960

In 1950 the SJS Drama Program offered 99 courses. The total number of courses offered increased 9 percent from the previous year. The Drama Program 40 courses in the lower-division curriculum. The number of lower-division courses offered increased 1 percent from the previous year. The following courses were added to the lower-division curriculum in 1950: two sections of Stage Costume Construction, Parliamentary Procedure for the Classroom Teacher, Parliamentary Law, and Introduction to the Arts. The following courses were removed from the lower-division curriculum Stage Costume and Makeup, three sections of Advanced Acting, one section of Appreciation of the Arts, and Debate. The SJS Drama Program offered 59 upper-division courses. The number of upper-division courses offered increased 23 percent from the previous year. The following courses were added to the upper-division curriculum: Voice and Speech Improvement, Introduction to Radio, American Drama, Theory of Directing, and three sections of Fundamentals of Recreational Dramatics, two sections of Stage Costume Construction, and Stage Makeup, Advanced Public Speaking, Argumentation, Debate, Parliamentary Procedure for the Classroom Teacher. The following courses were

removed from the 1950 from the upper-division curriculum: Intercollegiate Debate, Costume Construction, Stage Makeup and Costume, Directing, Training, The Speaking Voice, Early American Drama, and Modern American Drama.

In 1950 the SJS Drama Program offered 10 graduate courses. The number of graduate courses offered increased 30 percent from the previous year. The following courses were added to the graduate course curriculum Thesis Writing, Activity Projects, Thesis Project, Speech Correction Methods for the Secondary Schools. The course was removed from the curriculum in 1950: Materials in Research Methods in Speech and Drama.

In 1951 the SJS Drama Program offered 108 total courses. The number of courses offered increased 9 percent from the previous year. The SJS Drama Program offered 38 lower-division courses. The number of lower-division courses decreased one percent from the previous year. The following courses were removed from the lower-division curriculum: two sections of Advanced Voice and Diction, Intercollegiate Forensics, one section of Argumentation, Debate, and Parliamentary Procedure for the Classroom Teacher. The SJS Drama Program offered 70 courses in the upper-division curricula. The number of upper-division courses increased 19 percent from the previous year. The following courses were added to the upper-division curriculum: three sections of Advanced Acting, and Introduction to Drama, one section of The Psychology of Speech, Introduction to the Rehabilitation of the Hard of Hearing, Techniques in the Rehabilitation of the Hard of Hearing, Choral Speaking, Stage Costume Design, Argumentation and Debate, Intercollegiate Forensics, Correlation of the Arts, Remedial

Speech Methods for the Secondary Teacher, Remedial Speech Methods for the Elementary School Teacher, Storytelling, and for the first time offered in the curriculum the course Motion Picture Appreciation. The following courses were removed from the upper-division curriculum: three sections of Styles of Acting, one section of Remedial Speech Methods for the Classroom Teacher, History of Costume for the Stage, Argumentation, Debate, and Theatre Workshop.

The SJS Drama Program offered 15 courses in the graduate curriculum in 1951. The number of graduate courses offered increased percent from the previous year. The following courses were added to the graduate course curriculum Bibliography and Methods, Seminar in Dramatic Literature and Theatre History, Shakespeare, Theory of Tragedy, Comedy, Studies in Eminent Playwrights, Studies in the History of Stage Production, Theories of Public Address, Research, Thesis or Project, Secondary School Directed Teaching. The following courses were removed from the graduate curricula: Problems in American Drama, Theories of Persuasion, Activity Projects, Thesis Projects, and Speech Correction Methods for the Secondary Schools.

In 1952 the SJS Drama Program offered 117 total courses. The total number of courses increased 8 percent from the previous year. The SJS Drama Program split the format of the class listings this year into two sections. The first section listed Speech lower and upper-division curriculum. The second section listed Drama lower and upper-division curriculum. The SJS Drama Program offered 43 courses in the lower-division curriculum. The number of lower-division courses increased 12 percent from the previous year. The following courses were added to the lower-division curriculum: three

sections of Play Production, one section of Introduction to Radio and Television, Forensics, and Discussion and Debate. The SJS Drama Program offered 74 courses in the upper-division in 1952. The number of upper-division courses offered increased 6 percent from the previous year. The following courses were added to the upper-division curricula: three sections of British Drama, and Directed Teaching in Lip-reading, one section of Theory of Directing, Forensics, and Business and Professional Speaking. The SJS Drama Program offered 20 graduate courses in 1952. The number of graduate courses increased 50 percent from the previous year. The following courses were added to the graduate curriculum: History of Oral Interpretation, Thesis Writing, Bibliography and Methods, Secondary School Speech and Drama, Thesis or Project, Research, Studies in Eminent Playwrights, and Shakespeare.

The SJS Drama Program offered 121 total courses in 1953. The number of total courses increased 3 percent from the previous year. The SJS Drama Program offered 42 lower-division courses in 1953. The number of lower-division courses decreased 1 percent from the previous year. The following courses were removed from the lower-division curriculum: two sections of Radio and Television Production, one section of English AL, Language Clinic, and Foundations of Radio and Television. The following courses were added to the lower-division curriculum: three sections of Elements of Broadcasting, and one section of Forensics. The SJS Drama Program offered 79 courses in the upper-division. The number of upper-division courses increased 7 percent from the previous year. The following courses were added to the upper-division curriculum: three sections of Radio and Television Writing, two sections of Radio and Television

Production, one section of Radio Acting, Advanced Problems in Radio and Television Production, Radio and Television Announcing, Foundations in Radio and Television, Creative Dramatics, and offered into the course curricula for the first time Children's Drama, and Mass Communication Analysis. The following courses were removed from the upper-division curriculum Radio and Television Production, and Forensics. The SJS Drama Program offered 22 courses in the graduate curriculum. The number of graduate courses increased 1 percent from the previous year. The following courses were added to the graduate curriculum. The following courses were added to the graduate curriculum: one section of Directed Clinical Teaching, and Directed Teaching in Lip-Reading. The following course was removed from the graduate curriculum Theories of Public Address.

The SJS Drama Program offered 131 total courses in the department curricula in 1954. The number of courses offered increased 8 percent from the previous year. The SJS Drama Program offered 48 courses in the lower-division curriculum. The number of lower-division courses increased 13 percent from the previous year. The following courses were added to the lower-division curriculum in 1954: one section of Introduction to Speech and Drama, Activity Projects in Theatre Production, Activity Projects in Radio and Television, two sections of Oral Interpretation, Activity Projects in Forensics, and Activity Projects in Oral Interpretation. The following courses were removed from the lower-division curriculum: one section of Introduction to Forensics, and two sections of Introduction to Radio and Television. The SJS Drama Program offered 83 courses in the upper-division curriculum in 1954. The number of upper-division courses increased 5 percent from the previous year. The following courses were added to the upper-division

curriculum Radio and Television Announcing, Group Discussion and Leadership, Activity Projects in Forensics, Activity Projects in Oral Interpretation, Creative Dramatics for the Kindergarten Teacher, Creative Dramatics for the Elementary Teacher, Activity Projects in Theatre Production, Activity Projects in Radio and Television. The following courses were removed from the upper-division curriculum: two sections of Radio and Television Foundations. The SJS Drama Program offered 22 graduate courses in 1954. The number of graduate courses offered did not change from the previous year. The course curriculum offered in 1954 did not change from the previous year.

In 1955 the SJS Drama Program offered 86 total courses. The number of total courses decreased 34 percent from the previous year. The SJS Drama Program offered 31 lower-division courses in 1955. The number of lower-division courses decreased 35 percent from the previous year. The following courses were removed from the lower-division curriculum: one section of Introduction to Dramatic Literature, Acting, Play Production, Stage Costume, Radio and Television Production, Public Speaking, Voice and Diction, Choral Speaking, Introduction to Discussion and Debate, and Parliamentary Law. The following courses were added to the lower-division curriculum: one section of Motion Picture Appreciation, and Oral Interpretation. The SJS Drama Program offered 55 courses in the upper-division in 1955. The number of upper-division courses offered decreased 34 percent from the previous year. The following courses were removed from the upper-division curricula: three sections of British Drama, Introduction to Radio and Television, Advanced Problems in Radio and Television, Advanced Problems in Radio and Television, American Drama, Creative Dramatics for Kindergarten and Primary

Teachers, Creative Dramatics for Elementary Teachers. The following courses were added to the upper-division curriculum: one section of Problems in Stage Directing, Problems in Stage Makeup, Advanced Creative Dramatics, Directing the School Play, Radio and Television Speech, Television Directing, Radio and Television Writing, Radio and Television for Teachers, Mass Communication Analysis, Remedial Speech, and Advanced Remedial Speech. The SJS Drama Program offered 15 graduate courses in 1955. The number of graduate courses decreased 32 percent from the previous year. The following courses were removed from the graduate curriculum: two sections of Thesis Writing, Bibliography and Methods, Directed Teaching of Speech Correction, and Directed Teaching in Lip-Reading. The following courses were added to the graduate curriculum: one section of Student Teaching, Teaching of Speech and Drama, Remedial Speech Methods for the Elementary Teacher, and Remedial Speech Methods for the Secondary School Teacher.

The SJS Drama Program offered 80 courses in 1956. The number of courses decreased 7 percent from the previous year. The SJS Drama Program offered 27 courses in the lower-division. The lower-division courses decreased 13 percent from the previous year. The following courses were removed from the lower-division curriculum: one section of Oral Interpretation, Voice and Diction, and Introduction to Dramatic Literature. The SJS Drama Program offered 53 upper-division courses in 1956. The number of upper-division courses decreased 4 percent from the previous year. The following upper-division courses were removed from the curricula: three sections of Stage Costume. The following courses were added to the upper-division curriculum: one

section of Producing the School Play, and Directing the School Play. In 1956 the SJS Drama Program offered 11 graduate courses. The number of graduate courses decreased 50 percent from the previous year. The following courses were removed from the graduate curricula: Student Teaching, Teaching of Speech and Drama, Remedial Speech Methods for the Elementary School Teacher, and Remedial Speech for the Secondary School Teacher.

In 1957 the SJS Drama Program offered 81 total courses. The number of courses offered increased by 1 percent from the previous year. The SJS Drama Program offered 27 courses in the lower-division. The number of courses offered did not change from the previous year. The course curriculum offered in 1957 did not change from the previous year. The SJS Drama Program offered 54 courses in the upper-division curriculum. The number of upper-division courses increased one percent from the previous year. The following course was added to the upper-division curriculum: two sections of Rehabilitation of the Hard of Hearing. The following course was removed from the upper-division curriculum: one section of Business and Professional Speech. The SJS Drama Program offered 11 courses in the graduate curriculum in 1957. The number of graduate courses offered in 1957 did not change from the previous year. The graduate course curricula did not change from the previous year.

The SJS Drama Program offered 83 total courses in 1958. The total number of courses offered increased 2 percent from the previous year. The SJS Drama Program offered 26 courses in the lower-division curriculum. The number of lower-division courses decreased 1 percent from the previous year. The following course was removed

from the lower-division curriculum: two sections of Radio and Television Production. The following course was added to the lower-division curriculum: one section of Broadcasting Communications. The SJS Drama Program offered 57 courses in the upper-division curriculum. The number of upper-division courses offered increased 2 percent from the previous year. The following courses were added to the upper-division curriculum: two sections of Advanced Acting, one section of Stage Lighting, and Radio and Speech Production. The following courses were removed from the upper-division curriculum; one section of Stage and Speech Dialects, and Voice and Speech Improvement. The SJS Drama Program offered 11 graduate courses in 1958. The number of graduate courses offered remained the same from the previous year. The graduate course curriculum did not change from the previous year.

The SJS Drama Program offered 83 courses in 1959. The total number of courses offered remained the same from the previous year. The SJS Drama Program offered 26 lower-division courses in 1959. The number of lower-division courses offered did not change from the previous year. The lower-division course curriculum did not change from the previous year. The SJS Drama Program offered 57 upper-division courses in 1959. The number upper-division courses did not change from the previous year. The upper-division course curriculum did not change from the previous year. The SJS Drama Program offered 11 graduate courses in 1959. The number of graduate courses offered did not change from the previous year. The graduate course curriculum did not change from the previous year.

The SJS Drama Program offered 81 total courses in 1960. The total number of courses offered declined 2 percent from the previous year. The SJS Drama Program offered 26 courses in the lower-division. The number of lower-division courses offered did not change from the previous year. The lower-division course curriculum did not change from the previous year. The SJS Drama Program offered 55 courses in the upper-division curriculum. The number of upper-division courses offered declined 4 percent from the previous year. The following courses were removed from the upper-division curriculum: two sections of Development of Drama, and Radio and Speech Production. The following courses were added to the upper-division curriculum: one section of Radio Production, Television Production, and Advanced Radio and Television Production. The SJS Drama Program offered 11 courses in the graduate curriculum. The number of graduate courses offered did not change from the previous year. The graduate course curriculum did not change from the previous year.

Between 1930 and 1960 the SJS Drama Program offered 2245 total courses. The SJS Drama Program offered 70 total courses per year. The number of courses offered increased 159 percent through the thirty-year period. The number of courses offered increased 5 percent per year (See Appendix A and B).

The SJS Drama Program offered 796 lower-division courses. The SJS Drama Program offered an average of 25 lower-division courses per year through the thirty-year period. The lower-division course curriculum increased 234 percent through the thirty-year period. The lower-division course curriculum increased 8 percent per year (See Appendix A and C).

The SJS Drama Program offered 1464 upper-division courses. The Program offered 46 upper-division courses per year. The upper-division course curricula increased 217 percent for the thirty-year period. The upper-division courses increased 7 percent per year (See Appendix A and C).

The SJS Drama Program offered 176 graduate courses in the thirty-year period. The department offered an average of 6 graduate courses per year through the thirty-year period. The SJS Drama Program offered an average of 13 courses per-year since graduate course curriculum was offered in 1947 (See Appendix E).

Beginning 1950 to 1960 The SJS Drama Program offered most of its courses in the dramatic arts. The majority of the curricular objectives emphasized dramatic arts curricula. It is possible that the addition of radio and television curriculum indicated a departmental shift away from Speech curriculum during the ten-year period. The SJS Drama Program offered an average of 97 total courses per year. The SJS Drama Program offered an average of 34 courses per year in the lower-division curriculum. The number of lower-division courses offered decreased 2 percent per year during the ten-year period. The SJS Drama Program offered an average of 63 courses per year in the upper-division curriculum during the ten-year period. The upper-division curriculum increased 2 percent per year during the ten-year period. The SJS Drama Program offered an average of 14 graduate courses per year during the ten-year period. The average number of graduate courses offered increased 7 percent per year during the ten-year period.

Chapter Four: Course Descriptions Change from 1930-1960

This portion of the research examines the course title and description changes offered by the SJS Drama Program from 1930 to 1960. The chapter examines the course title and description changes in ten-year increments. The research provides insight to how the individual courses changed in conjunction with the new curricular objective established by the SJS Drama Program. The research also reveals the SJS Drama Program's curricular focus and reveals how a single course can evolve into many courses.

The course Oral English was offered in 1930 with emphasis on the speaking voice, and interpretation of literature. In 1931, the class and sections of Oral English were removed. In 1930 the SJS Drama Program offered the course Correlation of Speech Difficulties. The Bulletin states that prospective teachers will be taught voice diagnosis by "the study of articulatory speech defects" (197). In 1932 the course was removed from the curriculum.

Hugh Gillis writes that the course "Public Speaking appeared in the Bulletin of 1911-12" (4). Public Speaking was a single term course and included training in both "extempore and committed speech making...By 1928 the course developed into a year course" (4). In 1930 the SJS Drama Program offered four sections of this course. The course was designed to help the student organize a short speech and aid the student in writing speeches for any occasion.

In 1931 the course Public Speaking was merged with two different classes. The SJS Drama Program combined Public Speaking and Oral Interpretation. (Public Speaking-Oral Interpretation) Gillis states that the merge of the courses was an attempt to keep in step “with the general trend of the Teachers Colleges” (5). The Bulletin states that the course examines the “release of the speaking voice...interpretation of literature with continued emphasis on vocal quality and flexibility” (182). In 1933 the Public Speaking-Oral Interpretation course was separated into three sections. The course was broken up into three sections. The first section emphasized the development of “correct breathing, accurate articulation, and ability to grasp material” (148). The second section renewed the previous emphasis on interpretation of literature and “vocal quality and appreciation” (148). The third section of the course emphasized the “development of platform skill in dramatic reading” (149).

In 1933 the Public Speaking-Fundamentals of Speaking course was also redefined by the Program. The course was also separated into three sections. The Bulletin stated that the course stressed an “emphasis on organization of thought and speech structure through delivery of speeches” (149).

The SJS Drama Program offered the course titled Elementary Speech was offered in 1934. The Bulletin states the course was “designed for the students who need preliminary instruction in overcoming habitual speech inadequacies before taking Oral Interpretation” (162). In 1934 the SJS Drama Program separated the course Public Speaking and Oral Interpretation. As a result of the split one half of the course became Oral Interpretation and was divided into three sections. The Bulletin describes the first

section of the course as “the study of mechanics of expressive oral reading” (162). The second section of this course emphasized voice production and articulation. The final section of the course emphasized the development of dramatic reading. The second curricular trend saw the merge of the class Public Speaking and Fundamentals of Speaking (Public Speaking-Fundamentals of Speaking). The Bulletin describes this course as “how to organize a short speech and think on ones feet...Emphasis on practice in speech making with particular attention to logic in speech...opportunity for exchange of opinions, beliefs, and experiences with special attention to content value” (182).

In 1934 Public Speaking was separated from Fundamentals of Speaking. The course title was changed to Public Speaking. The first section of this course emphasized group discussion and the delivery of speeches. The second section of the course emphasized platform technique and structure. The third section of the course examined “speech making with emphasis on persuasion” (162). The SJS Drama Program did not change the description of Oral Interpretation and Public Speaking until 1939. In 1937 the Program introduced the course titled Fundamentals of Speech into the curriculum. The Bulletin describes this course as “the development of general speech facility” (193). In 1939 the Program changed the description of the Fundamentals of Speech course. The Bulletin described the course stating that it was “designed to develop the use of oral language in the student with particular emphasis on public speaking and oral interpretation” (200).

In 1933 the course The Psychology of Speech was added to the lower-division curriculum. The Bulletin states that this course was designed to teach students “How we

...speak...Personality revealed through speech” (149). In 1933 the SJS Drama Program offered the course titled Open Forum. The Bulletin described the course as “opportunity for discussion and criticism to those who have completed the year course in Public Speaking” (197).

The SJS Drama Program offered the course titled Police Public Speaking from 1938 to 1940. The Bulletin describes that the course was designed “for students in the preparation for police work” (197). In 1930 the SJS Drama Program offered a course titled Advanced Speech Correction. The Bulletin states that class was created for “practice in the correction of faulty articulation” (197). In 1930 the course titled Nervous Speech Disorders was created to “help the student correct speech disorders” (149). In 1931 the course Nervous Speech Disorders was removed from the curricula. To replace it the SJS Drama Program offered Elementary Speech Correction in 1933. The Bulletin described that this course teaches “a student of the cause and treatment of speech defects traceable to a malfunction or organic disorder of speech mechanism” (149). In 1933 the Bulletin states that the course Advanced Speech Correction was created to teach the “study of organic and function disorders as they affect speech...Practice in the diagnosis and treatment of those defects” (149). The same year the Program offered a course called Phonetics. The Bulletin describes this as “a course in Phonetics designed to aid the students in correcting his own articulation and that of others” (149). In 1936 the SJS Drama Program removed sir names of Elementary and Advanced from the title of the Speech Correction courses. The SJS Drama Program changed the title of the course Phonetics to Remedial Speech. The SJS Drama Program also changed the title of the

course Speech Correction to Advanced Remedial Speech. The Bulletin states that the course Advanced Remedial Speech course will teach the students “how to identify specific speech defects such as paralysis, hearing loss, and cleft palate” (197). The course Classroom Methods in Remedial Speech was added to the curricula in 1938. The Bulletin states that the course was “designed to aid the teacher in recognizing, understanding, and treating the more common speech deviations” (179).

The course titled Clinic Techniques and Practice Teaching was offered in 1938. The Bulletin states the course examines “various approaches in the treatment of types of speech and voice problems” (179). Special Problems in Speech was “designed to allow students to carry on independent work covered by regular classes in the department” (200). The course Puppets and Show was offered from 1938-1940. The Bulletin gave no description of this course.

In 1930 the course titled Debate was introduced into the curriculum. The curriculum was designed to identify the fundamentals of formal and informal argument. In 1932 the SJS Drama Program changed the title of the course. The SJS Drama Program divided the courses into three sections. The first section of this course was titled Elementary Argumentation and Debate. The Bulletin states that this course examines the “analysis, preparation, and presentation of controversial questions” (148). The second section of the course was called Advanced Argumentation and Debate. The Bulletin states that this course was “designed for the students not majoring in speech” (148). The third section of the course was called Debate Practice. The Bulletin describes that the course offered “opportunities for the students to practice debate” (148). The Teaching of

Argumentation and Debate was offered in the upper-division curricula. The Bulletin states that this course as “management of debate as extra-curricular activity” (149). In 1933 the Program changed the emphasis of this course by dividing it into three sections. The Bulletin states the first section of Advanced Argumentation and Debate was described as “argumentative theory and practice researching technique” (149). The second section emphasized “informal debate and cross examination argumentative speeches and group discussion” (149). The third section of the course emphasized the teaching of argumentation and debate. In 1934, the course Argumentation and Debate was divided into three different sections. The first section emphasized argumentative theory, research, organization, and presentation of materials. The second section emphasized debate practice. The third section taught persuasive speaking with the study of “audience interests, wants, and emotions” (163). The course was removed in 1938.

The course, Principles of Acting, was offered in the upper-division curriculum in 1930. The Bulletin states that the course examined the “study of characterization though use of elements of stage techniques” (198). In 1936, the SJS Drama Program changed the title of the course to Acting. The Bulletin states that the course was a “laboratory class in acting” (180). In 1939, the SJS Drama Program added a course titled Advanced Acting. The description of this course remained the same as the course titled Acting.

In 1930, the SJS Drama Program offered a course titled Voice Analysis in the upper-division curriculum. The Bulletin states that this class was offered to the student who wanted more “training in voice release and development” (181). In 1931, the Program described this course as “a practical course stressing individual improvement in

speech quality and diction" (184). Robert Jenkins writes that "in 1932, Voice Analysis and Phonetics courses were reconstructed in to a new offering titled Voice and Diction" (10). The description of the course did not change. In 1936, the Program again changed the title of the course to Elementary Voice and Diction and separated the class into three sections. The 1936 Bulletin states that this course was "designed for students who need corrective and developmental voice and articulation practice" (179). In 1937 the title of the course was changed back to Voice and Diction. Although, the title of the course was changed, the SJS Drama Program did not change the description of the course. In 1937 the department offered three sections of this course. The first two sections were titled Voice and Diction. The third section of the course was titled Stage Voice and Diction. The SJS Drama Program Bulletin did not give a description for the third section. In 1939 the two courses titled Voice and Diction, and the one section of the course titled Stage Voice and Diction were merged with Acting. In 1939, the SJS Drama Program changed the title of the three courses to Voice and Diction Acting.

In 1934, the course Intercollegiate Debating was offered in the lower-division curriculum. The Bulletin described that the course was designed to aid the "participation in intercollegiate debate" (163).

In 1937 the SJS Drama Program introduced offered Radio Speaking. Two sections of this course were offered each in the lower and upper-division curriculum. The Bulletin describes the course places emphasis on teaching students the "theory and practice of radio broadcasting" (194).

Three sections of Laboratory Theatre were offered in 1936. The Bulletin describes this course as "practical work in production of short plays under trained direction" (180). In 1938 the course was eliminated.

In 1930, the SJS Drama Program offered the course titled Reading. During the course the student would practice reading aloud to kindergarten students. In 1933 the SJS Drama Program redefined the course stating in the Bulletin that the course was designed to train the student "in silent and oral reading for the purpose of increasing rate of silent reading, of development comprehension, and of cultivating the faculty of expressing these ideas adequately to others" (149). In 1937, the course was removed from the curriculum.

The course Stage Design was introduced in the curriculum in 1934. The Bulletin describes the course as "A consideration of the professional problems of the stage" (163).

In 1930 the SJS Drama Program offered the course titled The Art of Makeup. The Bulletin states that the course was created to teach the student and prospective directors, and actors in the "fundamental principles of makeup" (181). In 1937 the title of the course was changed to Makeup. The description of the course remained the same as the course titled The Art of Makeup. In 1933 the course Student Teaching was offered as an internship opportunity for the student. The Bulletin did not give a description of the course.

The course titled Stage Construction was offered in 1930. The Bulletin describes the course as the "fundamental principles in stage lighting and construction" (182). In

1931 the title of the course was changed to Theatre Workshop. In 1938 the SJS Drama Program changed the description of the course. The Bulletin states that the course was “designed to acquaint the student with the use of tools and stage equipment...for construction of stage sets for production” (180).

In 1937 the SJS Drama Program offered the course titled Speaking Choir. The Bulletin states that the course was “the study of the technique of directing speaking choirs” (180).

The course titled Stagecraft was introduced in the SJS Drama Program curriculum in 1930. The Bulletin states that this class was developed to teach the student “how to assemble stage settings and use screens, and hang curtains” (181).

The course Playwriting was offered in the upper-division curriculum in 1930. The Bulletin states that the course was “designed to teach the students how to write plays for production” (181). In 1937 the SJS Drama Program offered Theatre Design. The Bulletin states that the course offered to aid the students in the “designing of settings and costumes for play production” (198).

In 1930 the SJS Drama Program offered three sections of Play Production. The course was set up to use the different kinds of dramatics in the elementary, junior, and senior high school. The course required that each student produce a one act play. In 1936 the SJS Drama Program separated the curriculum into two sections. The first section of the course emphasized dramatic production, theory and technique toward the production of a one-act play. The second section emphasized teaching "advanced lighting, scene design, and construction problems by lecture and discussion" (181). The

description of this course remained the same until 1939. In 1939, the SJS Drama Program merged the Play Production curriculum with three different courses. In this year, the courses titled Stagecraft, Stage Design, and Stage Lighting were combined with the curriculum of Play Production.

The course titled Theatre Backgrounds was offered in 1930. The Bulletin states that the course was designed to educate the student on the social backgrounds, and the stage conditions from the early origins to the twentieth century, covering theatre in Europe and America. The description of the course did not change from 1930 to 1939.

In 1930 the SJS Drama Program added the course titled The History of Oratory. The Bulletin states that it is the "history of speech making" (181). The course was removed from the curriculum in 1933.

The course titled The Teaching of English to Foreign Children was offered in 1930. The Bulletin states that this course was "designed for kindergarten and grade teachers, and supervisors" (197). The course was removed in 1932.

The course The Choice of Play was offered in 1930 in two sections. The first section was designed to teach and examine one act plays. The second section was constructed to teach three-act plays for production in the junior and senior high schools. In 1937 the SJS Drama Program Bulletin stated that the course emphasizes "plays suitable for college, little theatre, and community theatre work" (195). The course was removed from the curriculum in 1939.

The course Organization and Production of a Pageant was offered in 1930. The Bulletin gave no description of the course. The course was removed in 1933. The course

Assembly Production was offered in 1930. The course was designed to help the student deal with the problems and possibilities of assembly programs in the elementary schools. The description of the course remained the same until 1933 when the department changed the title of the course to The Assembly and Other School Programs. The content and curricula of the course remained the same up until the course was removed in 1937.

The SJS Drama Program introduced Pantomime in the curricula in 1930. The Bulletin states that this class examines "how to tell a story without words" (195). The course was removed in 1936.

The SJS Drama Program offered the course titled Advanced Interpretation in 1930. The Bulletin states that the course is the "reading of plays and short stories" (198). In 1933 the SJS Drama Program changed the description of the course stating it emphasized "platform techniques and Repertoire" (150). In 1939 the SJS Drama Program changed the description of the course. The Bulletin states that the course examined "the development of skill in the interpretation of classical and modern dramatic literature" (199).

The SJS Drama Program offered the course titled Dramatization in 1930. The Bulletin states that this course would teach the student to "practice changing prose and poetry into drama for schools (198).

The SJS Drama Program offered the course School Programs and Entertainments in 1934. The Bulletin did not offer a description of the course until 1938. In 1938 the Bulletin described that this class was "a course presenting the techniques in handling extra-curricular activities" (178).

The SJS Drama Program introduced the course titled Directing into the curriculum in 1936. The Bulletin states the course was designed to address "the specific and general problems of directing including business, plotting, the pictorial stage, and applied topics" (180). In 1938, the Bulletin described this course as "supervised practice in the direction of one act and full length plays" (181). In 1939, the course Theory of Directing was added to the curriculum. The Bulletin describes this course as "a presentation of the methods and techniques of plotting a play" (200).

The SJS Drama Program introduced the course titled Shakespeare for School Players into the curriculum in 1930. The Bulletin describes this class as the "study of those plays most suitable for school production from the production point of view" (199). The course was removed from the curriculum in 1934.

In 1935 the SJS Drama Program offered the course titled Dramatic Criticism. In 1936 the SJS Drama Program changed the title of this course to Dramatic Criticism and Appreciation. The course was divided into three sections. The first section of the course examined the history of dramatic criticism. The second section examined the effect of dramatic structure on modern dramatic criticism. The final section of this course examined quality, structure, and appreciation of plays. In 1937 the SJS Drama Program changed the description of the course. The first section of the course examined "critical literature from Aristotle to the 18th century" (179). The second section examined "critical literature from the 18th to the 20th century" (179). The Bulletin stated that the third section of the course was a "comparative study of tragedy and comedy leading to the formation of a modern theory of drama" (179).

The SJS Drama Program offered the course titled Repertoire in 1930. The course was designed to enable students to select and prepare material for presentation. The course was removed from the curriculum in 1933. The course was brought back into the curriculum in 1937. The Bulletin states that the objective of the course was to train students in the “preparation of programs of dramatic monologues for public presentation” (198). The SJS Drama Program introduced the course titled Modern Drama into the curriculum in 1937. The Bulletin described the course as the “study and discussion of modern plays” (196). The course Motion Picture Appreciation was offered in 1937. The Bulletin described this course as “a study of the technique of motion picture making as a basis for critical appreciation of the commercial picture” (196). In 1939, the SJS Drama Program changed the description of the course. The Bulletin described the course as the study of “current movies and text for production” (198).

In 1937 the SJS Drama Program offered the course titled Dialect. The Bulletin describes this course as “a study of the main types of dialect for stage purposes” (198). In 1939, the course was removed from the curriculum. The course, The Interpretation of Poetic Drama was introduced into the curriculum in 1937. The Bulletin describes the class as “a study of acting methods” (197). The course was removed the following year. The SJS Drama Program offered the course titled The History of Costume in 1937. The Bulletin did not provide a description of the course. The course was removed from the curricula in 1939.

The course titled Scene Design was offered in 1938. The Bulletin states that the course examines “color and composition for the play, techniques on sketching, and

working drawing” (198). The course was removed in 1939. The course titled Stage Lighting was offered in 1938. The Bulletin states that the student would receive “experience in mounting and operating lighting units” (198). The course was merged with Play Production in 1939.

From 1930 to 1939 the SJS Drama Program’s curricular focus emphasized the teaching of Speech Arts. The majority of the curricular objectives were offered in Speech Arts during the ten-year period. The courses offered during the ten-year period emphasized the Speech curricular objectives. Patterns of curricular growth indicate that the courses offered in the SJS Drama Program from 1930 to 1939, branched from larger courses that were divided into different courses such as: Public Speaking-Oral Interpretation and Public Speaking-Fundamentals of Speaking. In 1930 the courses were offered in conjunction with each other. By 1939 the courses were offered individually, listed as Oral Interpretation, Public Speaking, and Fundamentals of Speaking.

A second curricular trend revealed, indicated that a course offered in the SJS Drama Program could eventually be offered as curricula of another department. For example, the course Police Public Speaking was first offered in 1938. The SJS Drama Program curriculum was divided into Speech and Drama courses in 1952. As a result of the curricular division, the course Police Public Speaking was placed into the SJS Drama Program Speech curriculum. In 1975 the course Police Public Speaking was moved as the entire SJS Drama Program Speech curriculum, was transferred to the Communication Studies Department Program curriculum. Police Public Speaking was eventually taken

A final trend from the research indicates that as a new genre of technology is developed, curricular objectives are created to incorporate the new technology for classroom use. For example, the development and use of the radio became popular in the 1930s. As a result, the SJS Drama Program developed a course titled Radio Speaking in 1937.

1940-1949 Course Description Changes

In 1940 The SJS Drama Program offered the course titled Fundamentals of Speech. The course was offered in three sections. The Bulletin describes that the course is designed to “develop the individual’s effectiveness in the oral use of language” (209). The course was removed from the curricula in 1947.

In 1940 Voice Diction and Acting was offered as lower-division curriculum. The Bulletin states that first section of the course was a “practical course in the improvement of voice and diction and in the development of the fundamental techniques of acting” (210). The second section of the course added the “emphasis on characterization” (210). The third section of the course “emphasized ensemble playing and stage diction” (210). In 1941 changed the title of the course to Voice and Diction. In 1941 the description of the course was changed. The Bulletin states that the course examines the “improvement of voice and diction” (217). In 1946 Voice and Diction the Bulletin described the course as “instruction in the improvement of voice and diction through exercises, drill, and reading. Emphasis will be placed on the individual’s problems’ and on drill material preparatory to the work” (235). In 1950 the SJS Drama Program changed the description

reading. Emphasis will be placed on the individual's problems' and on drill material preparatory to the work" (235). In 1950 the SJS Drama Program changed the description of the course. The Bulletin described the course as "practice in breathing, tone production, resonance, and articulation; phonetic speech" (285). The course Advanced Voice and Diction was offered in the lower-division curricula in 1948. The Bulletin states that the course examines the "development of vocal flexibility, projection, and clarity of diction" (286).

The SJS Drama Program offered the course titled Special Projects in 1948. The Bulletin states that the course teaches "stage construction, and management, directing, acting, costuming" (289).

The SJS Drama Program offered the course titled Elements of Broadcasting in the lower-division curriculum in 1946. The SJS Drama Program offered three sections of the course. The first section introduces "adaptation to the microphone of basic speaking skills in announcing, interviewing, radio talks, book reviews" (236). The second section of the course emphasized producing radio programs, "work will include group practice in planning, rehearsing, and producing dramatic and non dramatic radio programs" (236). The final section of the course offered the student the chance to study radio programming.

The course titled Public Speaking and International Relations was offered in the upper-division curricula in 1948. The Bulletin states that the course emphasizes "effective formulation and presentation of individual opinions" (289). The course was removed in 1949. The course Police Public Speaking was offered in 1940. The Bulletin

states the course trains students in the “techniques designed for students in preparation for police work” (210). The course was removed in 1944. In 1946 the course was restored as a part of the lower-division curriculum. The description of the course was not changed from the 1940s definition offered by the Bulletin.

The course titled Short Story Reading was offered in 1942. The Bulletin states that the course was an “advanced performance course in the analysis, cutting, and oral interpretation” (220). The course was removed in 1944.

In 1946 the course Argumentation and Debate was added to the upper-division curriculum. The Bulletin states that the course was a “study of the techniques of argumentation and their application to the debate activity” (238). The course was removed in 1949. The SJS Drama Program offered the course titled Repertoire in 1946. The Bulletin states that the course was the study of “solo presentation of dramatic material, the monologue, soliloquy” (238). The course was removed from the curriculum in 1947. The course Theories of Oral Expression was offered in 1947. The Bulletin describes states that the course was a “survey and evaluation of the chief historical and present day theories of the art of interpretation and public speaking” (273). The course Theories of Persuasion was also offered in 1947. The Bulletin states that the course was “designed to develop a critical ability to analyze and evaluate public discussion” (273).

The course titled Oral Interpretation was offered in the lower-division curriculum in 1948. The Bulletin states the course was the study of the “technique of oral interpretation of the printed stage” (285). In 1949 the SJS Drama Program changed the description of the course. The Bulletin states that the course teaches “oral interpretation

of prose and poetry” (304). The SJS Drama Program offered the course titled Playreading in 1941. The Bulletin described the course as “the analysis, cutting, and oral reading of classical and modern drama” (214). The course was removed in 1945. In 1946 the course was brought back into the curriculum. The Bulletin gave the same description of the course as it did in 1941. The course was removed from the curriculum in 1949. In 1949 The SJS Drama Program offered the course Activity Projects in the upper and lower-division. The Bulletin states that the course was the study of “anatomy and physiology of the respiratory, phonatory, and articulatory phases of speech” (305).

The course titled Intercollegiate Debating was offered in the lower-division curriculum in 1940. The Bulletin states that the course offers “participation in intercollegiate debating and group discussion” (210). The course was removed from the curriculum in 1941. In 1942, the course was restored as a part of the lower-division curriculum. The SJS Drama Program changed the description of the course in 1942. The Bulletin states that the course was “the application of the principles of oral reading” (219). The course was removed from the curriculum in 1949. The SJS Drama Program offered a course titled Argumentation and Debate. The Bulletin states that the course was the “study of the argumentation technique in speech” (213).

The course titled Makeup was offered in the lower-division and upper-division curriculum in 1940. The Bulletin states that the course examines the student the “use of stage makeup” (210). The course was removed from the curricula in 1942. The course was restored back into the lower-division curriculum in 1944. The description of the course remained the same from the 1940 description. In 1946 the course was removed

from the lower-division curriculum. In 1947, the course was removed from the upper-division curriculum. The course, titled Survey of Stage Makeup was added to the lower-division curriculum in 1947. The Bulletin states that the course teaches “primary techniques necessary to plan and execute individuals and group makeup” (271). The title of the course was changed to Advanced Stage Makeup in 1948. In 1948 the SJS Drama Program changed the description of the course. The Bulletin states that the course was offered as a “laboratory course designed to give the student opportunity for advanced experimental work” (288). The course was removed from the curriculum in 1949. The course titled Costume Construction in the upper-division curriculum in 1948. The Bulletin describes the course as “construction of costume for stage use” (288).

The course titled Stage Makeup and Costume was offered in 1948. The Bulletin states that the course examines the “technique of application of stage makeup and construction of stage costume” (286). The course titled History of Stage Costume was offered in 1945. The Bulletin states that the course is “a brief survey of the history of design of costume for the stage use” (217). In 1947 the title of the course changed to Stage Costume. In 1949 the SJS Drama Program offered three sections of Stage Costume. The first section of the course was titled History of Stage Costume. The Bulletin gave the same definition as the course offered under the same title in 1945. The second section examines Stage Design. The Bulletin states that the course was the “interpretation of historic design in terms of the dramatic use through plays and research” (215). The third section of the course examined Stage Costume Construction. The Bulletin describes the course as “practical application of costume designs, pattern

making, and construction of costumes” (215). The course titled Stagecraft was brought back into the curriculum in 1946. The Bulletin states that the course was “designed to acquaint the student with method and technical scene building” (237). In 1947 the description of the course changed. The Bulletin states that the course addresses “problems in scene analysis, advanced problems in construction, painting, and scene handling” (271). The course was removed from the curriculum in 1949. The course titled The One-Act Play was added to the upper-division curriculum in 1946. The Bulletin states that the course was “a study and discussion of the short play and its place in professional, little theatre, and school work” (237). The course was removed from the curriculum in 1948. Acting was offered as a part of the lower-division curriculum in 1941. The Bulletin states that the course was a “practical course in the improvement of voice and development of fundamentals techniques of acting” (210). The course was offered in three sections and the title and description of the course remained the same from 1941 to 1949. The course titled History of Acting was added as upper-division curriculum in 1945. The Bulletin states the course was “the study of the great actors of history with emphasis on the development of acting techniques” (217). The course was removed in 1947. The course Fundamentals of Acting was offered in 1946. The Bulletin states that the course was “designed to acquaint the student with the basic principles of the actors approach to his art” (234). The course was removed in 1947. The course Styles of Acting was offered in the upper-division curriculum in 1947. The SJS Drama Program offered three sections of the course. The Bulletin states that the course teaches “stage techniques with emphasis on mental and physical attributes necessary for the

interpretation of period plays” (272). Advanced Acting was offered in the course curricula in 1941. The upper-division curriculum course explores specific problems in stage techniques. In 1943 the description of the course was changed. The Bulletin states that the course taught “individual study of specific problems in stage techniques with emphasis on the cultivation of versatility” (215). The course title and description remained the same until 1947 where the course was divided into three sections. The first section of the course emphasized tragedy in acting. The second section emphasized comedy in acting. The third section emphasized poetic drama in acting. The content and description of the three sections remained the same from the change in description in each section. Educational Dramatics was offered in the upper-division curriculum in 1945. The Bulletin states that the course presents “the techniques of selecting, directing, and staging simple dramatic productions” (219). The course was removed in 1947. The course Entertainment Arts was offered in the upper-division curriculum in 1946. The Bulletin states that the course was “designed to equip the student with basic understanding of the appreciation for the various arts” (235). The course was removed from the curricula in 1947.

The course titled Modern Theatre was offered in 1947. The Bulletin states that the first section emphasized “finding expression in the field of theatrical entertainment motion picture, ballet, radio drama, legitimate drama” (267). The second section emphasizes the “structure of the play, audience and the play, basic theatrical appeal” (267). The final section of the course emphasized tragedy and melodrama. In 1948 the title of the course changed to Types of Drama. In 1948 the SJS Drama Program changed

the description of the course. The Bulletin states that the first section of the course was the “study of the four main types of drama...the class will read and discuss outstanding examples of tragedy” (286). The second section of the course examines examples of comedy. The third section of the course examines examples of melodrama and farce. The course was removed from the curriculum in 1949.

In 1940 the SJS Drama Program offered three sections of the course titled Modern Drama. The Bulletin describes the course as the “study and discussion of modern plays and playwrights from Ibsen to the present day” (210). The description of the course did not change from 1941 to 1944. The course was removed in 1945, but brought back into the lower-division curricula in 1947. The Bulletin gave the same description of the course offered in 1947, as it did in 1940. The SJS Drama Program offered Modern American Drama in 1948. The Bulletin states that the course was the “study and discussion of American plays and playwrights of the modern theatre” (288). In 1948 the course was removed. In 1949 the course was brought back but the description did not change. The course Contemporary Drama was added to the upper-division curriculum. The Bulletin states that the course was “the study of the basic trends of the theatre today with emphasis on plays being produced in New York or London” (237). The course was removed in 1947. Early American Drama was offered in 1948 to follow up the Modern American Drama course. The Bulletin describes the course as the “study and discussion of American plays and playwrights from the Revolutionary Period to 1914” (288). The course titled American Drama was offered in the upper-division curriculum in 1942. The Bulletin states that the course was a “study and discussion of selected American plays

and playwrights with emphasis on contemporary American drama” (221). The course was removed in 1948. Modern European Drama was offered in 1942. The Bulletin states that the course was a “study and discussion of selected modern European plays and playwrights” (221).

The course Problems in American Drama was offered in 1947. The Bulletin describes the course as “a study of the European influences on the American theatre and dramatic literature” (273). In 1949 the description of the course changed to the “study of the American theatre and important American dramatic literature and playwrights” (309). In 1945 the course was changed to Modern Drama. Although the title of the course was changed the description of the course curricula did not and eventually removed in 1949.

Motion Picture Appreciation was offered in 1940. The Bulletin states that the course was a “study of the art and technical forms of the motion picture” (210). The title and description did not change at all from 1941-1950.

Advanced Interpretation was offered in the upper-division curriculum in 1940. The Bulletin states that the course as the “development of skill in the interpretation of classical and modern dramatic literature” (211). The course was removed in 1942. In 1946 the course was brought back into the upper-division curriculum. The Bulletin describes the course as “an advanced course in the application of the techniques of oral reading” (236). In 1947 the course was removed from the curriculum.

Stage Diction for Stage Use was offered in the upper-division curriculum in 1942. The Bulletin states that the course was a “practical study of the basic dialects for acting and oral reading” (222). In 1944 the description of the course was changed. The Bulletin

states that the course was a “practical course to develop standard diction” (214). The course was removed in 1946. Poetry Reading was offered in 1942. The Bulletin states that the course was an “advanced performance course in the analysis and oral interpretation of poetic forms of literature” (212). The course was removed in 1945.

Oral Reading was offered in 1942. The Bulletin states that the course examines “intermediate performance in the application of the principles of oral reading” (219). The course remained in the lower-division curriculum until it was removed in 1945. Two years later the course was restored back into the lower-division. The description of the course did not change even though it was offered in 1948 and 1949. Advanced Oral Reading was offered in the upper-division curriculum in 1947. The Bulletin states that the course was the “application of the techniques of oral reading of various forms of non dramatic literature” (269). The course was removed in 1949 and restored a year later.

The course titled Speaking Choir was offered in the lower-division curriculum in 1940. The Bulletin states that the course was the “study of the technique of speaking choir participation and direction” (210). The course was removed from the curriculum in 1941.

The SJS Drama Program offered Remedial Speech in 1940. The course was divided into three sections. The first section of the course was called Phonetics. The Bulletin describes the course as “Remedial Speech planned to help the student hear and understand the nature of speech sounds” (210). The second section of the course attempts to train the student how to classify, diagnose, and treat minor speech defects. The final section of the course discusses major speech defects. The three sections offered

remained the same until 1946. The title of the first section of the course was changed to English Phonetics. The Bulletin states the section was a “study of the sounds of the English language, their classification and formation” (235). The description and titles of second and third sections did not change and all three sections were offered from 1940 to 1950. In addition to the course Remedial Speech the SJS Drama Program offered Classroom Methods in Remedial Speech in 1940. The Bulletin states that the course was designed to aid the “perspective teacher in recognizing, understanding and treating the more common speech deviation” (211). The title of the course changed to Methods of Remedial Speech in 1942. The description of the course did not change as a result of the new title. The course was removed from the curriculum in 1947. Advanced Remedial Speech was offered in the upper-division curriculum. The Bulletin states that the course was used in the “treatment of stammering” (211). The course titled Clinic Techniques and Practice Teaching was offered in the upper-division curriculum in 1940. The Bulletin states that the course teaches “practical application of various types...of speech and voice problems” (211). In 1949 Advanced Remedial Speech and Clinical Practice was offered in 1949. The Bulletin states that the course was “creative work in speech defects” (305). The description of the course changed in 1946. The Bulletin states that the course teaches “corrective work in speech defects” (236).

In 1940 the SJS Drama Program offered the course titled Special Problems in Speech in the upper-division curriculum. The Bulletin states that the course was “designed to allow students to carry on independent work not covered by regular classes in the department” (212). The course was removed from the curriculum in 1948. The

SJS Drama Program offered the course Student Teaching in the upper-division. The course was designed so that a student can be placed in the secondary school and be supervised by teachers. In 1945 the title of the course was changed to Directed Teaching. The course was offered until 1949. The SJS Drama Program offered the course Teaching of Speech in the upper-division curriculum in 1940. The Bulletin describes the course teaches “content, bibliography, and methods of courses in speech for the public schools” (212). In 1945 the title of the course was changed to Secondary School Speech. The description of the course remained the same.

The course titled Methods in Speech for the Elementary Schools was offered in the upper-division curriculum in 1947. The Bulletin states that course examines “techniques for the use of speech and drama training” (272). The course was removed in 1949. Remedial Speech for the Classroom Teacher was offered in 1947. The Bulletin states that the course was “designed to aid the teacher in recognizing, understanding, and correcting the common speech deviations” (272). The course titled Materials and Research Methods in Speech and Drama was offered in 1949. The Bulletin states that the course was a “survey of accepted methods usable in graduate study particularly as applied to the fields of speech and drama” (309). The course Scientific Basis of Speech was offered in 1949. The Bulletin states that this course examines the “various factors involved in the acquisition and production of adequate speech” (309).

Theatre Backgrounds was offered in 1940. The courses were broken up into three sections the first section explores the development of theatrical art form the origin to the 17th century. The second section explores theatrical art from the 17th and 18th century.

The final section examines theatrical art in the 19th century. The course was removed in 1945.

The course titled Voice and Speech Science was offered in 1941. The Bulletin states that the course “will cover a study of the structure and functions of organs involved in the production of the voice and speech” (214). The course title and description did not change until it was removed in 1946. In 1947 the course was offered in the upper-division curriculum. The Bulletin stated that the course will “concern itself with a study of the nature and development of the speech process” (268). The course was removed from the curricula in 1949.

The course titled Dramatic Theory and Practice was offered in 1940. The upper-division curriculum course was offered in three sections. The first section of the course explores Western Art from Greece, “its decadence in Rome and its transformation into folk play in Medieval Europe” (211). The second section explores drama from the Renaissance in the 18th century, England in the 16th century, France in the 17th century, and Germany in the 18th century. The final section examines drama in the 19th and 20th centuries. In 1945 the title of the course was changed to the Development of the Drama. In 1949, the SJS Drama Program also offered the course Dramatic Theory and Practice. The Bulletin describes the course as “a general survey of the chief critical writings in the fields of drama and the theatre with a summary of the contemporary practices leading to an evaluation of the relationship between theory and practice” (309).

The course titled Introduction to Drama was offered in the upper-division curriculum in 1949. The Bulletin states that the course was a “study of dramatic structure

in order to form a basis for critical evaluation of the play form” (304). Dramatization was offered as upper-division curriculum in 1940. The Bulletin describes the course as “the transferring of narrative material into dramatic forms for school use” (211). The title of the course was changed to Drama Appreciation.

The SJS Drama Program offered the course titled Advanced Public Speaking in 1940. The Bulletin states the course presents “opportunity for individual experimentation and development” (211). The SJS Drama Program offered the course titled Public Speaking in 1950. The course emphasized “effective organization and delivery of the speech of information” (266). The course titled Group Discussion was offered in 1947. The Bulletin states that the course examines “techniques of group discussion including the conference, panel, and symposium” (271). The course was removed from the curricula in 1949.

The course titled Interpretation of Shakespeare was added to the upper-division curriculum in 1944. The Bulletin states that the purpose of the course was to “provide an understanding and appreciation of poetry” (212). The course was removed from the curricula in 1945. In 1946 the course titled Shakespeare for the Stage was offered in the upper-division curriculum. The Bulletin states the course was a “discussion of and experimentation with problems of characterization, stage movement, cutting, setting, etc” (238).

The course titled Shakespeare was offered in the upper-division curriculum in 1947. In 1949 the title of the course was changed to Introduction to Shakespeare. The

course Observation and Participation was offered in 1947. The Bulletin gave no description of the course.

Play Production was offered in the upper-division curriculum in 1940. The course was divided into three course sections. The first section emphasized stagecraft. The Bulletin states that the course will focus on the “study of construction, painting, and manipulation of scenic units” (212). The second section of the course emphasized design. The Bulletin described the course as “principles of color and composition applied to play mounting” (212). The third section of the course emphasized lighting. The Bulletin describes the course as “Practical experience in mounting and operating light units” (212). The course description and content did not change until the course was merged into two sections. The Bulletin states in both sections that the course was “designed to follow production from play selections to dress rehearsal, covering mainly the technical elements” (288). The course was removed from the curriculum in 1949. In 1950, the course was brought back into the curriculum. The Bulletin described the course as “production from play selection to dress rehearsal” (288).

The Theory of Directing was offered in the upper-division curriculum in 1940. The Bulletin describes the course as the “presentation of the methods and techniques of plotting a play” (212). The course was removed in 1942. In 1949 the course was restored into the curriculum and the title of the course was changed to Directing. The course was removed in 1949. The course titled History of Staging was added to the curriculum in 1945. The Bulletin states the course was the “development of the theatrical

production arts from their origins to the present day” (217). The course was removed in 1947.

The course titled Stage Dialects was offered in the upper-division in 1944. The Bulletin states that the course was a “practical study of the basic dialect for acting and oral reading” (214). The course was removed in 1946. In 1947 the course Dialects of the Stage was offered. The Bulletin states the course was a “intensive study and production of common stage dialect for finished stage performances” (272). Stage Speech was offered in 1947. The course places emphasis on voice and diction applied to finished stage performance.

The course titled Introduction to Radio was added to the upper-division curriculum in 1945. The Bulletin states that the course was an “introductory course in the operation and techniques of contemporary radio” (217). The course was removed from the curricula in 1946. In 1947 the course was brought back into the curriculum. The course was divided into two sections. The first section of the course emphasized “microphone practice adapting radio basic speaking skills” (267). The second section of the course emphasizes “practice in the writing of simple continuity” (267).

The course titled Parliamentary Procedure and Group Leadership was offered in the upper-division curricula in 1946. The Bulletin states that the course was a “study of parliamentary law and its application in the functioning of organized groups” (238). In 1947 the title of the course was changed to Parliamentary Law. The course titled The High School Play was offered in 1947. The Bulletin states that the course was practical

experience in “reading, analyzing, and discussing, short and long plays usable in the high school” (272). In 1948 the title of the course was changed to The Secondary School Play.

Between the years of 1940 to 1949, the majority of the curricular objectives offered in the SJS Drama Program emphasized Speech and Drama curriculum. During the ten-year period, courses offered in Drama increased at a faster rate than the courses offered that emphasized Speech curriculum. The stark curricular increase and influence of Dramatic Arts was emphasized by the addition of courses such as Introduction to Drama, American Drama, European Drama, Modern Drama, The High School Play, and Acting.

Radio Production began to represent a strong technological curricular influence in the SJS Drama Program during the ten-year period. As a result of the influence, the SJS Drama Program offered the A.B. degree in Radio in 1948. The SJS Drama Program also offered a minor curricular objective, which granted the student a minor in Radio Production. The minor curricular objective was developed so that the student could be trained to work in the community radio stations. To aid the student in completion of the new major and minor Radio curricular objectives, the courses Elements of Broadcasting and Introduction to Radio were developed.

1950-1960 Course Description Changes

The SJS Drama Program offered three sections of Public Speaking in 1950. The Bulletin states that the course was the “development of effective organization and delivery of the speech of information” (284). The second section of the course

emphasized the “organization and delivery of the speech of persuasion” (284). The final section of the course emphasized the “organization and delivery of longer speeches” (284). In 1955, the SJS Drama Program removed two sections of the course and changed the description of the course. The Bulletin stated that the course examined the “basic principles and methods of effective oral communication applied to preparing and delivering extemporaneous speech” (158). Hugh Gillis writes “by 1961 the course had achieved sufficient stature in the minds of the College Administration” (6).

In 1954, the SJS Drama Program added the course titled Introduction to Speech and Drama. The Bulletin described the course as “lecture and discussion and presenting the basic philosophy underlying the various areas of speech and drama” (172). The description of the course did not change in 1955.

The SJS Drama Program offered a course titled Language Clinic in the lower-division curriculum in 1953. The Bulletin states that the course was created “conducted jointly by the English and Speech Department for students who have been educated in non-English speaking countries” (191).

In 1950 the SJS Drama Program offered Oral Interpretation in 1950. The Bulletin describes the three sections of the course as “performance training in the oral reading of prose and poetry” (284). The SJS Drama Program offered Oral Interpretation in 1951. The Bulletin states that the course examines “oral interpretation of prose and poetry” (284). Advanced Oral Reading was offered in the upper-division curriculum in 1950. The Bulletin states that the course was the “oral reading of various forms of dramatic and non-dramatic literature” (287). The course was removed in 1953. The course

Playreading was offered in 1950. The Bulletin states that the course was the “analysis, cutting, and oral interpretation of dramatic literature” (287).

Three sections of Acting were offered in 1950. The Bulletin states the course was “designed to teach stage and body movement, pantomime, improvisation; techniques as they apply to stage, cinema, and television” (284). The second section of the course placed an emphasis on characterization in acting. The final section of the course placed an emphasis on ensemble playing in acting. No change was offered in 1953.

Choral Speaking was offered in 1951. The Bulletin states that the course examines “techniques and method or organization, development and educational use of choral speaking” (286). The class was removed from the curriculum in 1955.

The course Introduction to the Rehabilitation of the Hard of Hearing was offered in 1951. The Bulletin states that the course examines “how we hear, testing of hearing: causes of hearing loss; medical and surgical treatment of hearing loss; psychological, educational, and vocational adjustment of the hard of hearing child” (180). In 1952 the Bulletin changed the description of the course stating that it was designed as an “introduction to audiology, hearing testing and school hearing conservation programs” (182). The course was removed in 1953.

The SJS Drama Program offered Techniques to the Rehabilitation of the Hard of Hearing in 1951. The Bulletin states that the course examines “materials of instruction, theory and methods of teaching speech reading” (180). In 1952 the description of the course changed that the course changed describing the course as “materials of instruction; theory and methods of teaching lip-reading” (182). The course was removed in 1953.

The course Activity Projects in Theatre Production was added in 1954. The Bulletin states that the course was “supervised activity in technical staging, costuming, makeup, theatre management.” (174). The SJS Drama Program offered the course Activity Projects in Acting in 1954. The Bulletin states that the course was “supervised activity in acting and the regular production of plays” (174). The SJS Drama Program offered the course Activity Projects in Radio Production in 1954. The Bulletin states that the course was “supervised activity in the production of all radio and television programs” (174).

In 1954 the SJS Drama Program offered Creative Dramatics for the Elementary School Teacher in the upper-division curriculum in 1954. The Bulletin states that the course was “supervised activity in interschool, tournament, debating activity, discussion and individual speech events” (180). In 1955 the course was removed from the lower-division curriculum and added to the graduate program curriculum. The title of the course was changed to Creative Dramatics for Elementary Teachers and description of the course did not change.

The SJS Drama Program offered Creative Dramatics for the Kindergarten Teacher in 1954. The Bulletin states that the course examines the “principles of the parliamentary process considered from the point of view of the perspective teacher” (180). In 1955 the course was removed from the curriculum.

Voice and Speech Improvement was offered in the lower and upper-division curriculum in 1950. The Bulletin states that the course was a “practical approach to

individual improvement in voice and articulation” (284). The course title and description did not change through 1955.

Intercollegiate Forensics was offered in the lower-division curriculum in 1950. The Bulletin states that the course was “activity in debate, discussion, and the individual speech events and extemporaneous, impromptu speaking and oratory under the direction of the instructor” (179). A section of the course was offered in the upper-division curricula in 1952. The description of the upper-division section of the course remained the same as the lower-division description provided.

The SJS Drama Program offered Introduction to Radio in 1950. The Bulletin states that the course was the “study of microphone and studio techniques and the structure of the radio and television industry in present day society; exercises in radio speaking and program presentation” (285). The course Introduction to Radio and Television was offered in 1952. The Bulletin describes the course was a “survey of the structure, principles, and practices of the broadcasting industry” (181). The SJS Drama Program offered the course Foundations in Radio and Television in 1953. The Bulletin described the course as a “survey of the structure, principles, and practices of the radio and television industries” (192). The description did not change in 1954. The course was removed in 1955. The SJS Drama Program offered three sections of Elements of Broadcasting in the lower and upper-division. The Bulletin states that the first section of the course was a “study of the broadcasting field including the structure of the radio industry and basic studio and microphone techniques” (285). The second section of the course emphasized “individual practice in announcing, news casting, interviewing,

acting, continuity and script writing, and program directing” (285). The final section emphasized students working together toward completing group projects.

The SJS Drama Program offered three sections of Voice and Diction in 1950. The Bulletin states that the course offered “practice in correct breathing, tone production, resonance, and articulation” (285). Hugh Gillis writes that as a result of the “change-over to the semester system in 1955, the year Voice and Diction course became a one semester course and took on a complexion of greater stress on content and less on individual activity, leaving much of the purely laboratory drill approach to the course in Voice and Speech Improvement” (10). The SJS Drama Program offered Advanced Voice and Diction in 1950. The Bulletin states that the course was the “development of vocal flexibility, projection, and clarity of diction” (286).

The SJS Drama Program offered the course Drama Appreciation in 1950. The Bulletin states the course was “designed to give greater and more intelligent appreciation of theatrical entertainment through an understanding of the contribution to production of playwriting, staging, acting, and directing” (285). The course was removed from the curricula in 1953. The course Dialects for the Stage was offered in 1951. The Bulletin states that the course was “an intensive study of and practices in common stage dialects” (182).

The SJS Drama Program offered three sections of Introduction to Drama in 1950. The Bulletin states that the course was “a study of dramatic structure in order to form a basis for critical evaluation of the play form; the spirit of tragedy and of comedy and their effect on plot, characterization, and dialogue” (285).

The course Stage Speech was offered in 1951. The Bulletin states that the course was the “development of voice and diction for stage performance” (182). In 1953 the description of the course was changed. The Bulletin described the course as “principles and practices of voice and diction for stage performance” (189).

The SJS Drama Program offered Theatre Workshop in 1950. The Bulletin states that the course was an “activity course in scene building and the use of tools and stage equipment” (285).

The SJS Drama Program offered the course Stage Costume Construction in 1950. The Bulletin states that the course teaches the “fundamental techniques and technical construction of costumes for stage use” (285). The title of the course changed to Stage Costume in 1952. The SJS Drama Program offered a course in Stage Makeup in 1950. The Bulletin states that the course was “laboratory work in the application of basic types of stage makeup” (285). The section of the course was offered in the upper-division curricula in 1952. The description of the upper-division section of the course was not changed. The SJS Drama Program offered a course in Argumentation and Debate in 1950. The Bulletin describes that the course was a “study of the techniques of argumentation and their application to the debate activity; logic and reasoning and fallacies of reasoning; experience in the various forms of formal argument and debate” (285). The title of the class was changed to Argumentation in 1951. The course description of the course did not change.

The SJS Drama Program offered three courses of Advanced Acting in 1950. The Bulletin states that the course was “designed to acquaint the student with acting in

various types of plays; production of full length plays in the Actor's Studio as projects" (286).

The SJS Drama Program offered a course in Debate in 1950. The Bulletin describes the course as an "activity in debate under the directing of the instructor" (286).

The course Parliamentary Procedure for the Classroom Teacher was offered in 1950. The Bulletin states that the course was the study of "parliamentary procedure and of parliamentary law and its application to the organization and functioning of group" (286). The course Parliamentary Law was offered in the lower and upper-division curricula in 1950. The Bulletin states that the course was "a study of parliamentary procedure and of parliamentary law and its application to the organization and functioning of groups" (286).

The SJS Drama Program offered the course titled Mass Communication Analysis in 1953. The Bulletin states that the course was "an evaluation of the nature of broadcasting and its dimensions in American society" (193).

The SJS Drama Program offered Motion Picture Appreciation in 1950. The Bulletin states that the course was "a study of the history, art and technical forms, and production elements of the motion picture in order to form a basis for critical appreciation" (286). The courses: English Drama, Introduction to Radio, Introduction to Shakespeare and Introduction to the Arts was offered in 1950. The Bulletin did not give a description for this course.

The SJS Drama Program offered the course Activity Projects in the lower and upper-division curricula 1950. The Bulletin states that the course was "supervised

activity units may be taken in any of the following fields: Stage construction and management, acting, costuming management, acting, costuming, radio” (286). The SJS Drama Program offered three sections of Remedial Speech in 1950. The Bulletin states that Remedial Speech was a “introductory course to speech correction, including a study of the anatomy and physiology of speech; the development of speech in the child; the classification and formation of the sounds of English, together with the phonetic symbols representing them” (286). The second section of the course emphasized major speech defects: delayed speech, stammering, and voice problems” (286). The third section of the course examined the discussion of “characteristics, causes, and treatment of speech defects resulting from serious hearing loss, cleft palate, and cerebral palsy” (286). The course Advanced Remedial Speech was offered in 1950. The Bulletin states that course was an “advanced study of the etiologies and therapies of stammering, serious hearing loss, cleft palate, and cerebral palsy; clinical techniques and methods used in the treatment of all types of speech defects at the different age levels” (286). The SJS Drama Program offered Advanced Remedial Speech and Clinical Practice in 1950. The Bulletin states that the course was “corrective work in speech defects” (287).

The course Radio Writing was first offered in 1950. The Bulletin states the course was the “practice in the writing of radio scripts of all types with stress on in the adaptation basic writing techniques to the radio medium” (287). Advanced Radio Speech was offered in 1950. The Bulletin states that the course was an “intensive drill including the use of recordings in various forms of radio speech such as announcing, narrating, interviewing, ad lib description and news casting” (287). In 1953 the course title was

changed to Radio and Television Writing. The Bulletin states that the course was a “survey of the development of radio and television drama” (190). The course Advanced Radio Production was offered in 1950. The Bulletin states that the course was designed as “the theory and practice of radio production and direction. Programs will be produced and recorded in the college radio studio with some opportunities to produce radio programs on the air” (287). The course Advanced Problems in Radio and Television Production was offered in 1953. The Bulletin states that the course was the “practice in the production of radio and television programs with the purpose of acquainting the student with various types of problems inherent in the media” (188).

The SJS Drama Program offered three sections of Development of the Drama in 1950. The Bulletin states that the course was “a study of the drama and theatre production from its inception as a Western art form in Greece through its decadence and disintegration in Rome and Medieval Europe to its rebirth in the Church and the Guild” (287). The second section of the course emphasized dramatic elements in Spain and France concurrent with the Renaissance. The final section of the course emphasized drama in the international scene. The SJS Drama Program offered a course called American Drama in 1950. The Bulletin states that the course was “a study and discussion of selected American plays and playwrights from the Revolutionary period to the present” (287). The SJS Drama Program offered the course Children’s Drama in 1953. The Bulletin states that the course was the “discussion and application of the criteria for choosing a play in school presentation” (189). The SJS Drama Program offered a class titled Modern European Drama in 1950. The Bulletin states that the course was “a study

and discussion of selected European plays and playwrights from Ibsen to the present” (288).

The SJS Drama Program offered Play Production in the upper-division curriculum in 1950. The Bulletin states that the course was “production from play selection to dress rehearsal covering mainly technical elements” (288). The SJS Drama Program offered three sections of Play Production in 1952. The Bulletin states that the course was an “introduction to the physical theatre and its equipment, the construction, painting, and handling of scenery, properties of lighting and sound: the organization and design of the production of the play: various types of and styles of production” (177). The SJS Drama Program offered three sections of the course in 1954. The description of the course did not change.

The SJS Drama Program offered Theory of Directing in the upper-division curriculum in 1950. The Bulletin states that the course was “designed to acquaint the student with the basic theories and techniques of directing, including methods of plotting, building of characterization establishment of tempo and atmosphere” (288). The SJS Drama Program offered the course titled Directing in 1950. The Bulletin states that the course was the “supervised direction of productions for presentation in the Actor’s Studio and /or acting classes” (288). The SJS Drama Program changed the title of the course to Problems in Directing, but not the description of the course in 1954.

The course Stagecraft was offered in 1950. The Bulletin states the course was “Advanced problems in scene construction and painting and stage management; the making of working drawings” (288). The course was removed from the curricula in

1953. The course Stage Lighting was offered in 1950. The Bulletin states that the course examines “problems of lighting design, applied color, special effects, and switchboard operation” (288). The course was removed from the curricula in 1953. The SJS Drama Program offered Stage Design in 1950. The Bulletin states that the course was “a discussion of historical background and style, experience in designing and in model making” (288).

The SJS Drama Program offered three sections of the course Fundamentals of Recreational Dramatics in 1950. The Bulletin states that the course was “designed to instruct the recreation and club leader in the essentials of amateur theatrical performance basic techniques in acting, directing, scene and costume design and construction makeup, lighting crew, organization and management” (288). The SJS Drama Program offered the same description of the course for all three sections.

History of Costume for the Stage was offered in 1950. The Bulletin states that the course is a brief survey of “costume for stage use; emphasis on period dress as used in theatrical productions” (288). The SJS Drama Program offered the course titled History of Oral Interpretation in 1952. The Bulletin states that the course examines “research in the dominant theories from the 1750 to the present” (184). The SJS Drama Program offered Advanced Stage Makeup in 1950. The Bulletin states that the course was “designed to give the student opportunity to execute special problems in stage makeup” (288).

The course Advanced Public Speaking was offered in 1950. The Bulletin states that the course examines “individual experiment and development of speech composition and delivery with a study of notable contemporary speeches as models” (288).

The course titled Group Discussion was offered in 1950. The Bulletin states the course examines “techniques of group discussion including the conference, panel and symposium forms” (289).

The SJS Drama Program offered Styles of Acting in 1950. The Bulletin states that the course was the “study of stage setting techniques with emphasis on mental and physical attributes for the interpretation of period plays” (289).

The SJS Drama Program offered Study Projects in 1950. The Bulletin states that the course was the “study in specific fields of speech and drama not covered by offered courses” (289). In 1953 the title of the course was changed to Special Study, but the description of the course was not changed.

Remedial Speech for the Classroom Teacher was offered in 1950. The Bulletin states that the course teaches the student how to recognize and “understand of speech deviations found in the classroom; correction of simple problems some emphasis is given to speech improvement” (290). The title of course was changed to Remedial Speech Methods for the Elementary Teacher in 1951. The description of the course did not change.

The course Storytelling was offered in 1950. The Bulletin states that the course was a “study of and practice in the techniques of storytelling designing primarily to aid

teachers, librarians, and recreational directors in the use of the oral story as both as both a teaching device and a form of entertainment” (290).

The SJS Drama Program offered the course Thesis Writing in the graduate course curriculum in 1950. The Bulletin states that the course was a survey of “thesis and research techniques; bibliography, guidance to the student in special, individual problems” (290).

The SJS Drama Program introduced Scientific Bases of Speech in the graduate curriculum in 1950. The Bulletin states that the course was:

designed to acquaint the student with the various factors involved in the acquisition and production of adequate speech; its racial and individual origins; structure and their functioning; social aspects; the influence of personalities and emotions; the requisites for and the characteristics of acceptable speech. (290)

The course Theories of Oral Expression was offered in the graduate curriculum in 1950. The Bulletin states that the course was a “survey of and evaluation of the chief historical and present day theories of the art of interpretation and public speaking in order to establish a practical approach for teaching these fields in the secondary schools or on the adult level” (290).

The SJS Drama Program offered the course titled Dramatic Theory and Practice in 1950. The Bulletin states that the course was a “general survey of the chief critical writings in the field of drama and the theatre with a summary of the contemporary practices leading to an evaluation of the relationship between theory and practice” (290).

The SJS Drama Program offered the course Observation and Participation in the upper-division curricula in 1952. The Bulletin states that the course examines “observing and participating in speech and drama classes in the public schools” (183).

The SJS Drama Program offered the course titled Forensics in 1952. The Bulletin did not give a description for the course. The course Study Projects was offered in 1950. The Bulletin states that the course was “supervised study in specific fields of speech and drama not covered by the offered courses” (183).

The course Radio and Television Announcing was first offered in 1953. The Bulletin states that the course offered “experience in the various types of radio coverage of sports and news events” (193). The course Radio Acting was offered in 1953. The Bulletin states that the course examines the “development of vocal versatility and skill in microphone technique” (190). The course Radio and Television Writing was first offered in the upper-division curriculum. The Bulletin states that the course was a “survey of principles and practices involved in writing of all types of scripts and continuities: practice in writing of drama for radio and television” (182). The course Introduction to Radio and Television was first offered in 1952. The Bulletin did not give a description of the course. Advanced Radio Speech was offered in 1952. The Bulletin states that the course examines the “principles and practices of various forms of radio speech: survey of speech principles in television” (182). Advanced Radio Production was offered in the upper-division curriculum in 1952. The Bulletin states that the course was the “theories and practice of producing and directing radio drama” (182).

The SJS Drama Program offered the course Problems in American Drama in the graduate curriculum in 1950. The Bulletin states that the course was a “study of the American theatre and important American dramatics literature and playwrights” (290).

The course Theories of Persuasion was offered in the graduate course curricula in 1950. The Bulletin states that the course was “designed to development a critical ability to analyze and evaluate public discussion through an historical study of theories of persuasion and their application to great speeches” (290).

The SJS Drama Program offered the course titled Research in the graduate curricula in 1951. The Bulletin states that the course was an “individual study in a specific field under the guidance of a staff member” (185).

The SJS Drama Program offered Activity Projects in the graduate course curriculum in 1950. The Bulletin states that the course was “supervised advanced work of a project nature in the field of dramatic production, acting, directing, radio, etc” (290).

The SJS Drama Program offered Thesis Project in the graduate course curricula in 1950. The Bulletin states that the course offered was “supervised advanced work in the field of speech or drama” (290). The title of the course was changed to Thesis or Project in 1951. The description of the course did not change from the previous year. In 1953 the title of the course was changed to Thesis or Project. The description of the course did not change.

The course Secondary School Speech was offered in the graduate course curricula in 1950. The Bulletin states that the course was a study of the “content, bibliography, materials, and methods in speech education; speech as a coordinating factor in the school

curriculum” (290). A section of Secondary School Directed Teaching was offered but the Bulletin gave the same description of the course titled Secondary School Speech.

The SJS Drama Program offered Speech Correction Methods for the Secondary School in the graduate curriculum in 1950. The Bulletin states that the course was “comparable in material and method to Remedial Speech for the Classroom Teacher but designed to be of practical use to the junior and senior high school teacher” (290).

The course Scientific Bases in Speech was offered in 1952. The Bulletin states that the course was the “study of the anatomy, physiology, physics, and neurology of the speech and hearing mechanism” (184).

Motion Picture Appreciation was offered in 1951. The Bulletin did not give a description of the course. The course Bibliography and Methods was offered in the graduate curricula in 1951. The Bulletin states that the course was “designed to aid the beginning graduate student in a comprehension of the bibliographical sources in the field of Speech and Drama” (184).

The course titled Seminar in Dramatic Literature and Theatre History was offered in 1951. The Bulletin states that the course was “designed to allow special investigation into one of the varied problems of theory, form, style, historical influence or period practice in drama and the theatre” (184).

The SJS Drama Program offered a course titled Comedy was offered in 1951. The Bulletin states that the course was “a study of the bases of humor and of their application in the comic form of the drama” (184).

The SJS Drama Program offered a course titled Studies in the History of Stage Production in 1951. The Bulletin states that the course was the “examination of the principles and methods of staging and of the development of the physical theatre in the basic, methods, Medieval, Renaissance, Baroque, Nineteenth Century” (185).

The SJS Drama Program offered the course titled Theories of Public Address in 1951. The Bulletin states that the course was “a critical study of the role played by selected rhetoricians and orators in the development of western culture, with special attention to influence in related field which have contributed to the formation of theories of public address” (185).

The SJS Drama Program offered the course titled Business and Professional Speaking in the upper-division curriculum. The Bulletin states that the course was the “discussion and conference leadership oral reading of reports; after dinner speaking; in field of interest” (182).

The Teaching of Speech and Drama was offered in 1952. The Bulletin states that the course was a “study of the content, bibliography, materials and methods in speech education” (183). The description of the course did not change in 1954.

The course Remedial Speech Methods for the Elementary Teacher was offered in 1952. The Bulletin states that the course teaches the “recognition and understanding of speech deviations found in the classroom” (182). The description of the course did not change in 1954. The course Remedial Speech Methods for the Secondary Teacher was offered in 1952. The Bulletin gave no description of the course.

The course Directed Teaching in Lip Reading was offered in 1952. The Bulletin states that the course was “supervised teaching of lip-reading in the public schools” (182).

The course titled Research was offered in the graduate curricula in 1951. The Bulletin states that the course was an “individual study in a specific field under the guidance of a staff member” (185). The course was removed from the curriculum in 1953.

From 1950 to 1960, the majority of the courses offered in the SJS Drama Program emphasized Dramatics. In 1952 the SJS Drama Program split the curriculum, and identified the classes that represent Speech curriculum and Drama curriculum. The number of classes offered in the Drama curricular emphasis outnumbered the Speech curricula every year during the ten-year period. The curricular influence of television increased. As a result of the increased influence of television the SJS Drama Program expanded the courses, Introduction to Radio, Radio Writing, and Radio Announcing into Introduction to Radio and Television, Radio and Television Writing, and Radio and Television Announcing.

Conclusion and Implications

The thesis examines how the SJS Drama Program course content and curricula indicate changes in the department's objectives and mission from 1930 to 1960. In 1929, The California Commission for the Study of Educational Problems established a bill sponsored by Senator Herbert C. Jones. As a result of passage the bill, the Department of Education in California was established. Concurrently, San Jose State Teachers College was granted a Department of Speech and Stagecraft in 1929. In 1930 the State Board authorized extending the teacher credential program from two years to four years for specialized fields. As a result of passage of the Inman bill, the State Teachers Colleges were renamed "state colleges." The bill also granted the state colleges the authority to confer the A.B. degree in selected liberal arts fields but only in areas that were applicable to teaching at the secondary level. In 1935, San Jose State Teachers College followed suit and changed the name of the institution to San Jose State College.

In 1937, the SJS Drama Program changed the name of the department from the Department of Speech and Stagecraft to the Department of Speech Arts. The primary mission of the SJS Drama Program was to train students to become teachers of Speech in the junior and secondary high schools. To pursue the mission, the SJS Drama Program offered curricular objectives that would lead the student through the academic curriculum toward an A.B. degree.

Chapter two of the thesis examines the curricular objectives offered by the SJS Drama Program from 1930 to 1960. In examining the curricular objectives, from 1930

and 1939, the majority of the major and minor curricular objectives offered by the SJS Drama Program emphasized speech arts.

Between the years of 1940 and 1949, the SJS Drama Program separated the curricular objectives into three specialized curricular areas. The three specialized curricular areas offered were general speech, dramatics, and remedial speech. During the ten-year period, the academic emphasis of the department remained focused on curricular objectives that emphasized speech arts. However, the division of the curricular objectives into three, specialized areas led to the addition of major and minor curricular objectives that emphasized dramatic arts. The new curricular objectives caused a clear shift in the academic direction of the program. As a result of the shift in 1942, the SJS Drama Program changed the name of the Department from the Department of Speech Arts to the Department of Speech and Drama. In 1947, the SJS Drama Program offered a new curricular objective that granted the student a Masters of Arts degree in Speech. In order to help facilitate the objective, the SJS Drama Program offered graduate courses such as Psychology of Speech, Theories of Oral Expression, Dramatic Theory and Practice, and Secondary School Speech.

Between the years of 1950 and 1960, the SJS Drama Program expanded the major and minor dramatic arts curricular objectives. One new objective added in 1953 granted the student an A.B. degree in Radio and Television. As a result of the objective, the SJS Drama Program offered courses such as Radio and Television Writing, Radio and Television Production, Radio and Television Announcing, and Foundations in Radio and Television.

The third chapter examines the course offerings of the SJS Drama Program from 1930 to 1960. Between the years of 1930 and 1939, the number of courses offered by the Program increased dramatically. This analysis reveals that, in 1937, it saw the highest curricular gain in the total number of courses offered. The data also revealed that during the ten-year period, the total number of courses offered increased 97 percent, from 43 offered in 1930 to 53 courses offered in 1939. The number of lower-division courses increased 147 percent. The number of upper-division courses increased 154 percent.

America became involved in World War II in 1941. The data examined shows that from 1941 and 1945 the average number of lower-division courses offered decreased 42 percent. The data also show that the average number of upper-division courses increased 23 percent. Once World War II had ended, many students, administrators, and faculty returned to the school. The data examined show that as a result, the SJS Drama Program curriculum increased dramatically. The average number of lower-division courses increased 154 percent. A large part of that increase directly derives from the SJS Drama Program doubling the number of lower-division courses in 1947. The upper-division curriculum increased 45 percent through the ten-year period (See Appendix C).

From 1950 to 1960, the average total number of courses offered decreased 3 percent per year through the ten-year period. A contributing factor to the negative percentage in total number of courses offered per year occurred in 1955. In 1954 the SJS Drama Program offered 131 total courses. The following year, the program offered only 86 total courses. Between 1954 and 1955 the total number decreased 34 percent. The average number of lower-division courses offered decreased 27 percent through the ten-

year period. The data reveals that the average number of upper-division courses offered increased 3 percent through the ten-year period. Perhaps the most significant curricular development occurred in the graduate course curricula. Graduate course curricula increased 75 percent through the ten-year period. A large factor contributing to the increase in the average number of courses offered occurred in 1951, in which the number of graduate courses offered increased 50 percent from the previous year. In 1952, the graduate course curriculum increased another 33 percent from the previous year (See Appendix E).

The fourth chapter examines the individual courses offered in the SJS Drama Program as the curricular objectives were established from 1930 to 1960. Between the years of 1930 and 1939, the program offered the majority of its curricular objectives that emphasized speech. One special curricular objective was added as a part of the junior college curriculum. The objective was established to train students who wanted to become police officers how to verbally resolve potentially dangerous situations. As a result, the SJS Drama Program added the course titled Police Public Speaking. In 1937, the program offered a new curricular objective that granted the student an A.B. degree in Radio Speaking. To fulfill the new curricular objective, the course Radio Speaking was added the upper-division curriculum.

From 1940 and 1949 the SJS Drama Program offered three specialized curricular areas. The first specialized curricular area emphasized general speech. The first curricular area was reinforced by the SJS Drama Program offering new curricular objectives that emphasized Speech. In order to facilitate the student in the completion of

the curricular objective, the SJS Drama Program added courses such as: Fundamentals of Speech, Public Speaking, Voice and Diction, Oral Interpretation, and International Relations, Short Story Reading, and Intercollegiate Debating. The second specialized curricular area was offered in Dramatics. In order to facilitate the second curricular area, the SJS Drama Program offered the course titled Play Production, which evolved eventually into Stage Lighting, Stage Costume, and Stage Design. The SJS Drama Program also added courses such as Fundamentals of Acting, Modern Theatre, Contemporary Drama, American Drama, European Drama and Motion Picture Appreciation. The third specialized objective was offered in Remedial Speech. The SJS Drama Program reinforced the curricular area by offering curricular objectives that emphasized Remedial Speech. In order to facilitate the curricular objective the SJS Drama Program added courses such as Remedial Speech, Classroom Methods in Remedial Speech, Voice and Speech Science, and Parliamentary Law.

From 1950 to 1960 the SJS Drama Program experienced a clear change in academic curricular direction. The majority of the curricular objectives offered emphasized Dramatics instead of Speech. Contributing factors that led to a new curricular direction are revealed by the fact that in 1952 the SJS Drama Program separated the curriculum into two curricular categories. The first curricular category offered by SJS Drama Program organizes the curricula into Speech courses. The second curricular category offered by the SJS Drama Program organizes the curricula into Drama courses. The data examined shows that from 1952 to 1960, more courses were offered that emphasized Dramatics rather than Speech. The data also reveals that in 1954 the SJS

Drama Program offered 81 Drama courses, to just 49 Speech courses in the same year, indicating a clear shift in curricular focus as a result of the new curricular objectives established (See Appendix D).

Implications

Before suggestions for future research toward this curricular examination can be brought to light, it is first important to indicate that this examination offers only one specific analysis of the program. Future studies could examine the SJS Drama Program from faculty and staff, financial, student admission and retention, and play and performance perspectives. Future research can be conducted to continue the research begun in this curricular examination, specifically examining the years from 1961 to the present.

Finally, the data revealed in this curricular examination, can be used to examine the course content and curricular objectives of other academic institutions using the same method employed here. The application of such a curricular comparison could identify new curricular trends, facets, and objectives and reveal how other department's course content and description, indicate changes in their objectives and mission.

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APPENDIX A

Year	Classes	% Change	Upper Division	% Change	Graduate	% Change	Lower Division	% Change	Drama	% Change	Speech	% Change
1929	30		23		0		7		0		0	
1930	43	43%	29	26%	0		14	100%	0		0	
1931	34	-21%	21	-28%	0		13	-7%	0		0	
1932	41	21%	31	48%	0		14	8%	0		0	
1933	37	-10%	24	-23%	0		13	-7%	0		0	
1934	45	22%	30	25%	0		18	38%	0		0	
1935	46	2%	31	3%	0		18	0%	0		0	
1936	40	-13%	16	-48%	0		24	33%	0		0	
1937	73	83%	43	169%	0		30	25%	0		0	
1938	61	-16%	38	-12%	0		23	-23%	0		0	
1939	53	-13%	33	-13%	0		20	-13%	0		0	
1940	53	0%	33	0%	0		20	0%	0		0	
1941	60	13%	40	21%	0		20	0%	0		0	
1942	62	3%	45	13%	0		17	-15%	0		0	
1943	62	0%	45	0%	0		17	0%	0		0	
1944	58	-6%	44	-2%	0		14	-18%	0		0	
1945	52	-10%	40	-9%	0		12	-14%	0		0	
1946	64	23%	47	18%	0		17	42%	0		0	
1947	87	36%	53	13%	6		34	100%	0		0	
1948	83	-5%	54	2%	6	0%	39	15%	0		0	
1949	91	10%	48	-11%	7	17%	38	-3%	0		0	
1950	99	9%	59	23%	10	43%	40	5%	0		0	
1951	108	9%	70	19%	15	50%	38	-5%	0		0	
1952	117	8%	74	6%	20	33%	43	13%	61		55	
1953	121	3%	79	7%	22	10%	42	-2%	70	15%	50	-9%
1954	131	8%	83	5%	20	-9%	48	14%	81	16%	49	-2%
1955	86	-34%	55	-34%	15	-25%	31	-35%	52	-36%	33	-33%
1956	80	-7%	53	-4%	11	-27%	27	-13%	51	-2%	31	-6%
1957	81	1%	54	2%	11	0%	27	0%	51	0%	30	-3%
1958	83	2%	57	6%	11	0%	26	-4%	53	4%	30	0%
1959	83	0%	57	0%	11	0%	26	0%	53	0%	29	-3%
1960	81	-2%	55	-4%	11	0%	26	0%	54	2%	29	0%
1961	82	1%	57	4%	13	18%	26	0%	54	0%	29	0%
1962	86	5%	60	5%	15	15%	26	0%	51	-6%	35	21%
Total	2413	165%	1581	225%	204	126%	848	234%	631	-7%	400	-36%
Average	71	5%	46.5	7%	6.0	8%	24.9	7%	19	-1%	12	-4%

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The SJS Drama Program Bulletins 1952-1960.

The SJS Drama Program Bulletins 1947-1960.

Appendix (E) Graduate Courses Offered Per Year

The SJS Drama Program Bulletins 1947-1960.

Appendix (E) Percent Change in Graduate Courses Offered