

A SURVEY OF DRAMATIC CLUBS
IN INDIANA PUBLIC HIGH SCHOOLS

By

Leland Brown

Contributions of the Graduate School
Indiana State Teachers College
Number 310

Submitted In Partial Fulfillment
of the Requirements for the
Master of Arts Degree
In Education

1937

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The thesis of Leland Brown;
Contribution of the Graduate School, Indiana State
Teachers College, Number 310, under the title A SURVEY
OF DRAMATIC CLUBS IN INDIANA PUBLIC HIGH SCHOOLS

is hereby approved as counting toward the completion of
the Master's degree in the amount of 8 hour's credit.

Committee on thesis:

E. E. Ramsey

L. K. Meeks

J. R. Shannon

C. M. Morgan, Chairman

Date of Acceptance. June 7, 1937

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Preface	1
Dramatics and Education	2
Change in concepts of education	2
Place of extracurriculum activities in the high school	3
As a natural result of educational changes	3
As a part of an activities program	4
As satisfying the social and psychological needs of pupils	4
Relation of dramatics and education	5
Review of related studies	7
General impression of the literature	7
Research on extracurriculum activities	8
The problem	16
Need for the study	16
Statement of the problem	17
Purposes	17
Plan and scope of the study	18
Source of data	18
Procedures	18
Limitations of the study	19

CHAPTER	PAGE
II. PRESENTATION AND INTERPRETATION OF DATA	21
Responses to questionnaires	21
General plan of organization of data	22
Teacher objectives	24
Pupil outcomes	52
Comparison of teacher objectives and pupil outcomes	58
Dramatic Club Activities	58
Kinds of plays	75
Comments	87
III. CONCLUSION	93
Summary	93
Conclusions	93
Suggestions for further research	95
BIBLIOGRAPHY	96
APPENDIX	100

LIST OF TABLES

TABLE	PAGE
I. Class Standing of Pupils Responding to Pupil Questionnaire, Terre Haute City Schools and Three Township Schools	22
II. Teacher Objectives as Checked by Dramatic Club Sponsors in Eighty Indiana High Schools . . .	25
III. Twenty Most Common Objectives of Teachers in Charge of Dramatic Clubs, Taken from Table II	27
IV. Most Valuable Objectives	28
V. Least Valuable Objectives	29
VI. Comparison of Teacher Objectives in Different Types of Schools	30
VII. Teacher Objectives in Associated and Non-Associated High Schools in Indiana	32
VIII. Teacher Objectives and Club Enrollments. Table divided into a and b	36
IX. Teacher Objectives and School Enrollments. Table divided into IXa, IXb, and IXc	43
X. Pupil Outcomes in the Different Classes. Table divided into Xa and Xb	53
XI. Total Responses on Pupil Outcomes	56
XII. Total Responses of Teachers as to Dramatic Club Activities	59

TABLE	PAGE
XIII. Dramatic Club Activities in City, Township, and Joint Consolidated Schools	62
XIV. Dramatic Club Activities in Associated and Non- Associated Schools	65
XV. Activities and Club Enrollments	67
XVI. Activities and School Enrollments	70
XVIIA. Responses as to Ranks of Major Activities . .	73
XVII B. The Ranks of Club Activities	74
XVIII. Total Responses of Schools as to Kinds and Suitability of Plays produced	76
XIX. Kinds of Plays Compared on Basis of Types of Schools. Table divided into XIXa and XIXb .	77
XX. Comparison of Plays Produced in Associated and Non-Associated Schools	80
XXI. Comparison of Plays Produced on Basis of Club Enrollments. Table Divided into XXIa and XXIb	82
XXII. Comparison of Plays on Basis of School Enroll- ment. Table divided into XXIIa and XXIIb .	85

CHAPTER I

INTRODUCTION

PREFACE

To what extent do the activities of pupils in Dramatic Clubs¹ function in the life of the high school pupil? The answer to this question will affect school administrators, teachers, and pupils; it may affect the entire curriculum of the secondary school.

Dramatics is one of the oldest forms of extracurriculum² activities. Club work is introducing itself into school curriculums as a part of a program of school activities recognized as desirable, and accepted as a responsibility by schools in their efforts to provide ways and means for the realization of the generally accepted aims of education.³

¹Dramatic Clubs is capitalized throughout this investigation to designate a club organized specifically for the production of plays.

²This is the newer spelling of the term and is used to designate those activities which are not included in the so called curriculum offerings of schools.

³M. M. Proffitt, High School Clubs (U. S. Dept. of Interior, Bulletin 1934, No. 18). p. 1.

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DRAMATICS AND EDUCATION

Change in concepts of education

The present trend in education is away from the individualistic point of view of its function.⁴ More and more the schools endeavor to train pupils for their places in society as cooperative individuals who are a part of a cooperate life. The ideal in education is to produce socialized individuals able to cope with their environment, able to rub elbows with their fellow men and neither harm nor be harmed by the contact.⁵ The individual is considered as a member of the society which surrounds him. His development depends upon his contacts with society. Since the social contacts of youth are largely produced by the school, it becomes imperative that the school assume the responsibility for developing as great a variety as possible of social contacts and for making these contacts intense and frequent enough to be of real educational value.

Education should give to each individual the best . . . facilities for the development of his powers and . . . should surround . . . him with an atmosphere the most favorable to the development of social appreciations and responsibility. . . . The

⁴A. E. Haleh, "The Social Basis of Extra Curricular Activities," Education, 46:290, January 1926.

⁵Ibid., p. 294.

school should give each pupil an opportunity for experiences as rich as possible in contacts with the natural and human and social elements in his environment.⁶

Accordingly, there has been a wide variety of activities introduced in the schools. One of the great advances in present day educational progress is the enormous educational values growing out of what is termed extra-curriculum activities.⁷

Place of extracurriculum activities
in the high school

As a natural result of educational changes. The major development of the extracurriculum activities movement has followed in the wake of changes taking place in educational philosophy, psychology, and principles governing educational practices. These changes may be summarized as follows:⁸ Education is not a preparation for life; it is life. The school curriculum should be composed of

⁶D. Johnston, "The Guidance Function of the Secondary Schools and Colleges," Educational Record, 14:52, January, 1933.

⁷J. C. Masters, "Getting Their Values Out of Extra-curricular Activities." Educational Review, 75:42, January, 1928.

⁸L. V. Koos, The American Secondary School (Chicago: Ginn and Co., 1927), Chap. II.

T. H. Briggs, The Junior High School (Boston: Houghton Mifflin Co., 1920), Chap. I.

E. K. Fretwell, Extra-curricular Activities in Secondary Schools (Boston: Houghton Mifflin Co., 1931), "Preface."

functional activities representative of normal experiences in life. The child learns by doing. The school must provide for individual differences. Adolescents are gregarious; essentially the period of adolescence is a social age. Opportunities should be provided for the exercise of initiative, for self-expression, and for exploration into a variety of activities. Education should provide opportunity for training the individual to do better those desirable things which he will do anyway.

As a part of an activities program. In a large measure, an activities program is the answer to the new concepts in education. Pupils learn to take their place in society by participating in the group. The extracurriculum activities provide the opportunity for this.

As satisfying the social and psychological needs of pupils. The high school age is essentially a social age.⁹ With adolescence comes, normally, an enlargement of social interests, a strong desire for the company of others, and for voluntary organization into groups of many kinds of cooperative activities. This period is characterized by gregariousness.¹⁰ It is entirely natural that pupils come together in social contacts.

In adolescence, there comes the feeling for one to

⁹Halch, op. cit., p. 297.

¹⁰J. Roemer, C. Allan, D. Yarnell, Basic Student Activities (Chicago: Silver, Burdett and Co., 1935), p. 3.

turn the forces bearing down upon the boy or girl concerned into wholesome and constructive channels.¹¹ Such tendencies as rivalry, mastery, gregariousness, and those brought into prominence by the beginning of sex functioning form the foundation of so many of the conditions clamoring for self-expression. Activity is one of the chief characteristics of education. What type is a challenge to us!

Relation of dramatics and education

This study is to concern itself with one phase of the extracurriculum activities--that of Dramatic Clubs. However, it should be understood that there is no intention to exclude other activities from a school's program, or to place dramatics above all other phases of extracurriculum activities. There should be a wide variety of activities to suit the varying needs and interests of the pupils. Nevertheless, dramatics does play an important part in education and has a place in the school's program.

Dramatic Clubs have been introduced in high schools to fulfill the social and psychological needs of adolescents and to give them the opportunity to satisfy their desires and to work cooperatively together. In order to show this, several quotations taken from periodicals and books on the relation of education and dramatics are presented:

¹¹H. D. Meyer, A Handbook of Extra-curricular Activities in the High School (New York: A. S. Barnes & Co., 1927), p. 3.

Through drama the educator can create environment . . . develop imagination . . . achieve personal values.¹²

Dramatic activities offer a fruitful synthesis of all the arts, an integration of intellectual, emotional, and physical aspects of experiences in an expression that is at once intensely personal and broadly social.¹³

Drama is man's . . . attempt to create beauty, truth, and goodness with words. Drama isolates life situations; it portrays the intellectual, social, aesthetic, moral, and spiritual phases of life.¹⁴

Educational dramatics is more concerned with the opportunities for enriching experiences and wider knowledge inherent in the instrumentality of the school theatre than in the final product itself. . . . The theatre is a compound and complex art based upon the cooperation of a considerable number of individuals.¹⁵

If we want to have a planning and a progressively planned society, the life of the school should furnish a . . . laboratory for the pupils' learning . . . to solve present problems, to learn how to live together, to learn how to contribute their best to the common good . . . to learn how to lead and to be intellectually obedient.¹⁶

¹²G. S. Overton, Drama in Education (New York: Century Co., 1929), p. 5.

¹³G. Hartman and A. Shumaker, Creative Expression Through Dramatics (New York: John Day & Co., 1931). pp. 256-7.

¹⁴M. G. Scheetz, "Relation of Dramatics to Objectives of Secondary Education," (Contributions to Graduate School, Indiana State Teachers College, 1933), p. 24.

¹⁵S. H. Hume and L. M. Foster, Theatre and School (New York: Samuel French, 1933), pp. 5-9.

¹⁶E. K. Fretwell, "Improvement of Extra-curricular Activities," N. E. A. Journal, 22:159, May, 1933.

What is learned is what is practiced, and social habits and attitudes must be practiced in a social situation.¹⁷

Dramatic Clubs provide the opportunity for pupils to practice social living in real situations--it furnishes a laboratory for pupil learning. Thus, Dramatic Clubs contribute their share toward education.

REVIEW OF RELATED STUDIES

General impression of the literature

Extracurriculum activities is a recent movement. Nothing was found written or spoken about these problems before 1910.¹⁸ Even as late as 1924, there were no systematic books in the field and little periodical literature.¹⁹ Since 1924, a wealth of published literature has become available and numerous investigations have been completed. Most of this literature deals with two things: first, the theories and practices of organization, administration, and supervision of extracurriculum activities, and second, the values, justifications, and problems inherent in the movement.

¹⁷J. C. Duff, "The Sheep and Goats", School Executives Magazine, 52:293, May, 1933.

¹⁸E. H. Wilds, Extra-curriculum Activities (New York: Century Co., 1926), p. 5.

¹⁹H. Rugg, Summary of Investigations Relating to Extra-curricular Activities (Greely: Colorado State Teachers College, 1930), p. 2.

The literature is predominantly descriptive; little evidence of measured results is found. It predominantly reflects an administrative point of view. Little discussion is given to the selection of the better activities and problems relating to them.

Among the more important authors of systematic general treatises on extracurriculum activities are Fretwell,²⁰ McKown,²¹ Roemer and Allen,²² Meyer,²³ Wilds,²⁴ Foster,²⁵ Rugg,²⁶ and Reavis and Dyke.²⁷

Research on extracurriculum activities

Much literature has been written in the field of extracurriculum activities, but little of it has scientific data as a basis for its conclusions. Likewise, the literature on Dramatic Clubs abounds in richness and volume but little research work has been done. The research like the

²⁰Fretwell, op. cit.

²¹H. C. McKown, Extra-curricular Activities (New York: MacMillan Co., 1928).

²²J. Roemer and C. Allen, Extra-curricular Activities (Boston: D. C. Heath and Co., 1926).

²³Meyer, op. cit.

²⁴Wilds, op. cit.

²⁵C. R. Foster, Extra-curricular Activities in the High School (Richmond: Johnston Publishing Co., 1925).

²⁶Rugg, op. cit.

²⁷W. C. Reavis and G. E. Van Dyke, Non-athletic Extra-curriculum Activities (Bulletin 1932, No. 17, National Survey of Secondary Education, Monograph No. 26).

literature is largely descriptive and theoretical. To a large extent it tends to take the field as a whole rather than each activity separately. This can be seen clearly from the review of investigations presented as follows:

Rohrbach's study of Non-athletic Activities in Secondary Schools, as reported in 1925, is a complete enumeration and analysis of extracurriculum activities.²⁸

It is based on Rohrbach's personal study of one hundred thirty-four schools (forty-three senior high schools, twenty-seven junior high schools, and thirty-four private schools); questionnaire returns from one hundred twenty-seven junior high schools in eighty-three cities and thirty-two states; 5721 pupil replies from forty-eight schools (thirty senior high schools, eight junior high schools, and ten private schools).

This study attempts to indicate the status of the aims of different non-athletic student activities and the outcomes from the standpoint of conduct control, leadership training, and time devoted to the activity.

The findings relating to Dramatic Clubs are as follows:

Aims:

1. To develop power of discrimination in the best drama with enduring artistic literary values.

²⁸ Rohrbach, Non-athletic Activities in Secondary Schools (Philadelphia: Westbrook Publishing Co., 1925).

2. To develop a permanent interest in reading plays.
3. To develop such activities and emotional qualities as may be stimulated in the exercising of dramatic interpretation.

The outcomes for the pupils are presented in an extensive and formidable list. However, many of the items were incorporated in the questionnaire of this study.

In determining the present status of school clubs, McClintock investigated the principles underlying school clubs, aims, advantages, and policies governing their organization, administration, and supervision.²⁹ A total of one hundred eighteen replies from senior and four-year high schools in thirty-one states was secured in answer to a questionnaire which was sent out. In addition, opinions of sixty-three pupils from ten high schools, and ninety replies from citizens in forty-four towns were obtained.

The rank order of the eight most important aims out of a list of sixteen is:

1. Create interest in worthwhile things.
2. Self-reliance; leadership.
3. Satisfy social instincts; form desirable habits.
4. Provide for self-expression.

²⁹R. D. McClintock, "Status of High School Practices Relating to Clubs," (in Rugg, op. cit.), pp. 125-148.

5. Provide for worthy use of leisure time.
6. Develop responsibility.
7. Promote school spirit.
8. Secure approbation of one's fellows.

As for the extent of Dramatic Clubs in the schools surveyed in this study, they ranked eighth in the point of frequency. Musical and athletic organizations were the ones to surpass them. This was according to replies from principals. Pupils ranked dramatics second in popularity.

Jones' study, Extra-curricular Activities in Relation to the Curriculum, was based on questionnaire returns from two hundred sixty-nine schools.³⁰ (Schools with enrollments from 400 to over 2250 and three-year senior, four-year senior, and junior-senior high schools throughout the United States were included). He sought to find:

1. Approximately when certain activities were introduced into the secondary schools.
2. The present status of extracurriculum activities in respect to variety, number, and enrollment.
3. Whether extracurriculum activities are tending to become curricular or remain extracurriculum.
4. What leaders in high school administration think concerning the direction in which certain activities should move.

³⁰G. Jones, Extra-curricular Activities in Relation to the Curriculum (New York: Bureau of publications, Teachers College, Columbia University, 1935).

His findings relating to Dramatic Clubs are presented here:

1. Dramatics is tending toward a definite curriculum status in the American high school.

2. Ninety-three per cent of the two hundred sixty-nine schools cooperating in this study make some provision for training in dramatics.

3. Seventy-three per cent of two hundred eleven schools which introduced dramatics as an extracurriculum activity have since changed it to a curriculum subject, until forty-five per cent of the schools now have it as a regular subject.

4. Ninety per cent of the principals expressed judgment that dramatics should be either a curriculum subject (eighteen per cent) or both curriculum and extracurriculum (seventy-two per cent).

5. The writer predicts an increase in the number of schools offering dramatics as a regular subject, but believes that most schools will also continue Dramatic Clubs for pupils not concerned with credit.

One of the most detailed investigations is the careful study made by Reavis and Van Dyke.³¹ The authors found usable records in the form of pupil publications, distributed a nation-wide questionnaire, and personally visited twenty-four schools selected for the outstanding work done in

³¹Reavis and Van Dyke, op. cit.

extracurriculum activities.

These data reveal:

1. Non-athletic activities had only a small beginning prior to 1910; number increased sixty per cent in the next decade.

2. Number of kinds of activities increase with size of school enrollment.

3. Pupils in the twelfth grade participate in larger percentage than in other grades.

4. Two-thirds of the clubs admit both boys and girls.

5. Average membership per club is forty.

6. Girls outnumber the boys by fifteen per cent.

7. The leading objectives are:

a. Extending the interests already aroused in a specific activity.

b. Arousing interests in specific types of activities.

c. Provide desirable means of utilizing leisure time under school direction.

The data indicate a need for broadening of purposes of extracurriculum activities in most schools and internal evaluation designed to ascertain the extent to which the maximum benefits of the activities are realized for pupils through present programs and thus lay the foundation for substantial improvement in those programs.

The study made by Proffitt³² was undertaken for the purpose of finding information on the extent of clubs existing in the public high schools, the kinds of school clubs, organization of clubs, and club programs. Concerning Dramatic Clubs he found that they constitute one of the largest classes of clubs found in the schools. One-half of all the schools having clubs of any kind report Dramatic Clubs. In the junior and senior high schools girls predominate, but in the regular type of high school each are equally represented in number. Leisure time and hobby values were most frequently reported.

In answer to the question should clubs be compulsory for every one in the high schools, Downing made an investigation of clubs over Indiana and specifically in Brazil.³³ From pupils' reactions, a questionnaire sent to schools over the state of Indiana and other states selected at random, and a survey of literature on clubs, these conclusions were reached:

1. Compulsion often kills the idea for which clubs stand.
2. A suitable sponsor should be chosen.
3. Activities should be varied.

³²Proffitt, op. cit.

³³B. F. Downing, "High School Clubs," (Contributions to the Graduate School, Indiana State Teachers College, 1936).

4. Membership should be chosen according to the nature and purpose of the club. Pupils should not elect members.

5. Club work should not be compulsory.

In 1930, a partial study of extracurriculum activities in Indiana high schools was made by Ederle.³⁴ This was a survey of the activities found in one hundred forty-nine high schools. Out of the one hundred forty-nine, ninety-six had Dramatic Clubs. Conclusions which were formed from the data in this investigation show these trends:

1. Principals have vague concepts of the objectives to be achieved through extracurriculum activities.
2. Practically every school has some extracurriculum work.
3. Northern Indiana has a much broader program than the central or southern.

Scheetz's³⁵ study deals specifically with dramatics. She sought to show how dramatics can be used toward a realization of the objectives of secondary education. Three problems grew out of her purpose:

1. Objectives of secondary education are determined by the needs of contemporary life.

³⁴H. Ederle, "A Partial Survey of Extra Curriculum Activities in Indiana High Schools," Teachers College Journal, November, 1930, pp. 33-44.

³⁵Sister M. G. Scheetz, "Relation of Dramatics to the Objectives of Secondary Education," Contributions to the Graduate School, Indiana State Teachers College, 1933.

2. The aims and purposes of dramatics are directed toward the growth of the individual student.

3. Dramatics may be used to realize the objectives of secondary education.

The data obtained was gathered from printed writings of educators, opinions of a limited number of educators, and from play situations in selected plays themselves.

It was found that dramatics contributes to contemporary life, realizes the objectives of secondary education by promoting individual growth and development:

1. Self Mastery.
2. Social-civic-economic welfare.
3. Personal-cultural-physical well being.

It was concluded that all branches of drama production may serve the purposes of contemporary secondary education.

THE PROBLEM

Need for the study

In the development of any movement characterized by rapid growth such as the extracurriculum activities have had in the past fifteen years, there comes a time when consideration needs to be given to the kinds of activities, values, trends, and related materials.

The literature of extracurriculum activities surveyed fails to reveal a fundamental analysis of each activity in the extracurriculum field. Rather it tends to theorize on

general principles.

What little research has been done deals mostly with the administration and organization of the activities.

There is a need for each phase of the extracurriculum program to be evaluated and analyzed in more detail than what has been done before. This study is concerned with Dramatic Clubs as one phase of the extracurriculum program.

Many times the aims of Dramatic Clubs are so extraneous that tangible emphasis is not placed on the real underlying values. A fundamental analysis of needed outcomes is not revealed. Theoretical objectives such as the seven cardinal principles of education are accepted.

Before a definite evaluation and suggested program can be made and given to Dramatic Clubs for use, present practices must be considered.

Statement of the Problem

This study is a survey of the present practices in the public high schools of Indiana in respect to teacher objectives, pupil outcomes, club activities, and kinds of plays produced. This survey is in answer to the question to what extent do Dramatic Clubs function in the life of the high school pupil.

Purposes

It is believed that such a survey as is undertaken will:

1. indicate present practices and trends in teacher objectives, pupil outcomes, club activities, and types of plays produced in Dramatic Clubs of Indiana high schools;
2. aid toward an evaluation of practices;
3. offer practical suggestions for Dramatic Clubs' use.

Plan and scope of the study

Source of data. From a review of the educational theory of extracurriculum activities and Dramatic Clubs as presented in published books and periodicals, two questionnaires or check lists were formulated:³⁵

1. A check list of values sought for the pupils, activities used, and kinds of plays produced which was filled out by Dramatic Club sponsors.

2. A check list of values received from club participation which was filled out by members of high school Dramatic Clubs.

These two check lists, with the addition of comments made by teachers and principals, constitute the sources of data used in this study.

Procedures. The check list which was filled out by Dramatic Club sponsors was sent to two hundred fifteen high school principals throughout the state of Indiana. The

³⁵See appendix for copies of these check lists.

principals in turn handed them to the sponsors who checked the various items. One hundred ninety out of the two hundred fifteen check lists (or eighty-eight per cent) were returned. The data collected were used in determining present practices. The schools represented were selected at random with four purposes in mind: to obtain schools of varying sizes of enrollment; to have different types--city, town, township, and joint--schools responding; and to include all the North Central Association schools since they would be most likely to have Dramatic Clubs.

Through visitation of the Dramatic Clubs in the high schools of Terre Haute and vicinity, check lists were given to the pupils in order to get their reaction as to what values they had received from club participation. Two hundred six pupils in the four city high schools and three township high schools responded.

Limitations of the study. This is only a partial survey of Dramatic Clubs. It does not deal with necessary stage equipment, organization, administration, or supervision of Dramatic Clubs. It is limited to four phases--objectives, outcomes, activities, and kinds of plays produced.

Since the data are based upon questionnaires, they depend upon opinions and representative sampling. The questionnaires were not sent to all schools in Indiana, and only pupils in the schools of one city and vicinity gave

their reactions. However, schools with varying enrollments and geographical locations in the state are represented. Moreover, pupil reactions in typical schools may be regarded as representative of the whole.

Questionnaires are useful. Leonard V. Koos³⁶ attributes these uses to a questionnaire:

1. Ascertain status of present practice.
2. Secure basic data to be used in more fundamental ways than description of practice.
3. Secure opinions, judgments, and attitudes from which tentative measures or evaluations can be derived.

³⁶L. V. Koos, The Questionnaire in Education (New York: MacMillan Co., 1928), p. 147.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

RESPONSES TO QUESTIONNAIRES

The schools to which the questionnaires were sent cooperated splendidly. One hundred ninety replies (or 88.3 per cent) of the two hundred fifteen which were mailed were received. However, only eighty (or 42.1 per cent) of the one hundred ninety that responded had Dramatic Clubs in their high schools. The eighty schools having Dramatic Clubs represent schools with enrollments from sixty-eight to over six thousand, schools with club enrollments from twelve to one hundred sixty, associated schools³⁷ and non-associated schools, and schools of different types--city, town, township, and joint--as classified in the Indiana School Directory 1936-37. Freshmen, sophomores, juniors, and seniors were included in the clubs. There were approximately twice as many juniors and seniors as freshmen and sophomores in the clubs. Girls outnumbered the boys two to one.³⁸

³⁷By associated schools is meant those which belong to the North Central Association.

³⁸Definite percentages could not be worked out for these because a number of schools either gave an indefinite number representing the range such as 35-50 or merely checked freshmen, sophomores, juniors, or seniors; girls or boys.

A total of two hundred six questionnaires were checked by high-school pupils who are members of Dramatic Clubs. Freshmen, sophomores, juniors, and seniors in the four city high schools of Terre Haute, and three township high schools responded. Table I shows the distribution of pupils according to their class standing.

TABLE I

CLASS STANDING OF PUPILS RESPONDING TO PUPIL QUESTIONNAIRE,
TERRE HAUTE CITY SCHOOLS AND THREE TOWNSHIP SCHOOLS

Class Standing	Number of Pupils
Freshmen	45
Sophomores	37
Juniors	69
Seniors	55
Total	206

GENERAL PLAN OF ORGANIZATION OF DATA

What are the teacher objectives of Dramatic Clubs? What are the club activities? What kinds of plays are produced? What are the pupil outcomes? What effects, if any, do the types of schools, association of schools,³⁹ school enrollments, and club enrollments have upon the above phases of Dramatic Clubs? In answer to these questions, the data from the teacher's questionnaire in this study

³⁹ See footnote 37 page 21.

have been tabulated and classified on four bases:

1. type of school--city and town, township, or joint consolidated;

2. associated and non-associated schools;

3. club enrollment;

4. school enrollment.

The schools in towns which have separate school corporations and school boards have been classified in the same group as city schools under the general heading of city schools.

The data from pupils have been classified according to their class standing to see if pupil outcomes are the same for each class and wherein they differ.

Accordingly, the general plan of the presentation and interpretation of data used follows the above classifications.

Each part of the teachers' questionnaire--objectives, club activities, and kinds of plays produced--is classified on the basis of type of schools, association of schools, club enrollment, and school enrollment.

Pupil outcomes are given according to the four classes of pupils. The teacher objectives and pupil outcomes are compared to show the agreement or disagreement and relation between the two.

Comments made by the teachers are added as an extra feature of the data. These relate to practices in more

detail than what was asked for in the questionnaire.

TEACHER OBJECTIVES

What are the teacher objectives of high-school dramatic clubs? What ones are most valuable for the pupils? What ones are considered least valuable? In checking the objectives on the questionnaires, sponsors of the clubs were asked to check them three ways in answer to the above questions. Table II shows the total responses of teachers as to teacher objectives.

The data in Table II show that: most of the objectives listed were checked as being in use by the teachers; only nine objectives fell below 50 per cent of the present practice; 96.25 per cent of the teachers checked improved enunciation; twenty-four of the fifty-two objectives were checked by 75 per cent or more of the teachers.

TABLE II

TEACHER OBJECTIVES AS CHECKED BY
DRAMATIC CLUB SPONSORS IN EIGHTY INDIANA HIGH SCHOOLS

Teacher Objectives	Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Cooperation:						
1. Desire to help others.	57	71.25	26	32.50	6	7.50
2. Desire to do better work.	69	86.25	40	50.00	5	6.25
3. Sense of loyalty.	60	75.00	32	40.00	6	7.50
4. Sympathy for others.	43	53.75	20	25.00	8	10.00
5. Subordination of their int. to that of the group.	68	85.00	49	61.25	4	5.00
B. Appreciation of:						
1. Movies.	57	71.25	38	47.50	4	5.00
2. Drama.	75	93.75	43	53.75	6	7.50
3. Light.	44	55.00	8	10.00	17	21.25
4. Color.	43	53.75	11	13.75	13	16.25
5. Harmony in design.	43	53.75	17	21.25	11	13.75
C. Character traits:						
1. Self-reliance.	74	92.50	46	57.50	1	1.25
2. Self-confidence.	74	92.50	48	60.00	2	2.50
3. Leadership.	59	73.75	38	47.50	4	5.00
4. Sportsmanship.	60	75.00	36	45.00	4	5.00
5. Citizenship.	49	61.25	36	45.00	3	3.75
6. Responsibility.	74	92.50	50	62.50	1	1.25
7. Initiative.	66	82.50	40	50.00	3	3.75
8. Tolerance.	50	62.50	27	33.75	11	13.75
9. Courtesy.	68	85.00	38	47.50	5	6.25
10. Kindness.	47	58.75	30	37.50	6	7.50
D. Speech improvement in:						
1. Pronunciation.	75	93.75	47	58.75	1	1.25
2. Enunciation.	77	96.25	48	60.00	1	1.25
3. Diction.	72	90.00	48	60.00	3	3.75
4. Speech tones.	63	78.75	36	45.00	3	3.75
5. Ease in conversation.	50	62.50	40	50.00	1	1.25
6. Speech consciousness.	49	61.25	36	45.00	2	2.50
7. Enriched vocabulary.	38	47.50	30	37.50	4	5.00
8. Desire for self-study.	39	48.75	24	30.00	9	11.25
9. Organization of materials.	26	32.50	18	22.50	12	15.00
10. Correction of defects: Stammering, stuttering, etc.	36	45.00	24	30.00	9	11.25

TABLE II (continued)

TEACHER OBJECTIVES AS CHECKED BY
DRAMATIC CLUB SPONSORS IN EIGHTY INDIANA HIGH SCHOOLS

Teacher Objectives	Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
E. Knowledge of:						
1. History of the drama.	44	55.00	7	8.75	25	31.75
2. Technique of the drama.	60	75.00	15	18.75	24	30.00
3. Criticism of the drama.	50	62.50	14	17.50	20	25.00
4. Art of play production.	66	82.50	25	31.25	15	18.75
5. Life's problems.	42	52.50	20	25.00	12	15.00
6. Human nature.	61	76.25	28	35.00	14	17.50
F. Self-satisfaction in:						
1. Making friends.	52	64.00	27	33.75	11	13.75
2. Fun, enjoyment.	67	83.75	30	37.50	12	15.00
3. Thrill of working with others.	63	78.75	32	40.00	8	10.00
4. Thrill of accomplishment.	67	83.75	34	42.50	8	10.00
5. Thrill of doing their work well.	64	80.00	40	50.00	5	6.25
G. Critical attitude of:						
1. Movies.	54	67.50	23	28.75	7	8.75
2. Plays.	64	80.00	19	23.75	5	6.25
3. Literature.	27	33.75	7	8.75	8	10.00
H. Other values:						
1. Wider use of leisure time.	66	82.50	42	52.50	3	3.75
2. Improvement of bodily movement.	64	80.00	23	28.75	9	11.25
3. Knowledge of parliamentary law.	26	32.50	6	7.50	20	25.00
4. Getting parents interested in school.	31	38.75	13	16.25	12	15.00
5. Getting to know teacher or pupils.	38	47.50	13	16.25	9	11.25
6. Developing school spirit.	46	57.50	11	13.75	12	15.00
7. Raising funds for school.	47	58.75	3	3.75	25	31.25
8. Understanding life.	36	45.00	19	23.75	5	6.25

Table III gives the rank order of the more common objectives.

TABLE III

TWENTY MOST COMMON OBJECTIVES OF TEACHERS
IN CHARGE OF DRAMATIC CLUBS, TAKEN FROM TABLE II

Objectives	Rank	Number	Per Cent
1. Enunciation.	1	77	96.25
2. Drama appreciation.	2	75	93.75
3. Pronunciation.	2	75	93.75
4. Self-reliance.	3	74	92.50
5. Self-confidence.	3	74	92.50
6. Responsibility.	3	74	92.50
7. Diction.	4	72	90.00
8. Desire to do better work.	5	69	86.25
9. Subordination of their int. to those of the group.	6	68	85.00
10. Courtesy.	6	68	85.00
11. Fun, enjoyment.	7	67	83.75
12. Thrill of accomplishment.	7	67	83.75
13. Initiative.	8	66	82.50
14. Knowledge of art of play production.	8	66	82.50
15. Wider use of leisure time.	8	66	82.50
16. Improvement of bodily movement.	9	64	80.00
17. Critical attitude of plays.	9	64	80.00
18. Thrill of doing their work well.	9	64	80.00
19. Speech tones.	10	63	78.75
20. Thrill of working with others.	10	63	78.75

Table IV shows the rank order of the objectives considered most valuable for the pupils.

TABLE IV
MOST VALUABLE OBJECTIVES

Objectives	Rank	Number	Per Cent
1. Responsibility.	1	50	62.50
2. Subordination to group interests.	2	49	61.25
3. Self-confidence.	3	48	60.00
4. Enunciation.	3	48	60.00
5. Diction.	3	48	60.00
6. Pronunciation.	4	47	58.75
7. Self-reliance.	5	46	57.50
8. Appreciation of drama.	6	43	53.75
9. Wider use of leisure time.	7	42	52.50
10. Thrill of doing work well.	8	40	50.00
11. Ease in conversation.	8	40	50.00
12. Initiative.	8	40	50.00
13. Desire to do better work.	8	40	50.00

The data in Table IV show that: no more than 62.50 per cent of the schools considered any single objective as most valuable; responsibility which ranked third in practice ranks first as most valuable; all but one of the objectives considered most valuable, appear in the list of common practices, page 29.

Table V indicates the rank order of the objectives considered least valuable.

TABLE V
LEAST VALUABLE OBJECTIVES

Objectives	Rank (Lowest)	Number	Per Cent
1. History of the drama.	1	25	31.25
2. Raising school funds.	1	25	31.25
3. Technique of the drama.	2	24	30.00
4. Criticism of the drama.	3	20	25.00
5. Parliamentary law.	3	20	25.00
6. Appreciation of light.	4	17	21.25
7. Art of play production.	5	15	18.75
8. Human nature.	6	14	17.50
9. Appreciation of color.	7	13	16.25

It is shown in Table V that: the largest group of least valuable objectives fall under the general heading of knowledges; only one objective--the art of play production--considered least valuable appears in the list of common objectives; and one that are considered least valuable appear in the list of most valuable objectives.

TABLE VI

COMPARISON OF TEACHER OBJECTIVES IN DIFFERENT TYPES OF SCHOOLS

	62 City Schools*				12 Township Schools				6 Joint Schools							
	Practice No.	Most Valuable %	Least Valuable %		Practice No.	Most Valuable %	Least Valuable %		Practice No.	Most Valuable %	Least Valuable %					
A. Cooperation:																
1. Desire to help others.	44	70.97	19	30.65	6	9.68	9	75.00	6	50.00		4	66.67	1	16.67	
2. Desire to do better work.	53	85.48	32	51.61	4	6.45	10	83.33	7	58.33	1	8.33	6	100.00	1	16.67
3. Sense of loyalty.	48	77.42	26	41.94	4	6.45	8	66.67	4	33.33	2	16.67	4	66.67	2	33.33
4. Sympathy for others.	33	53.23	15	24.19	6	9.68	6	50.00	4	33.33	2	16.67	4	66.67	1	16.67
5. Subordination of their int. to that of the group.	53	85.48	37	59.68	4	6.45	9	75.00	6	50.00	-	--	6	100.00	3	50.00
B. Appreciation of:																
1. Movies.	43	69.35	27	43.55	4	6.45	9	75.00	7	58.33	-	--	5	83.33	4	66.67
2. Drama.	58	93.55	35	56.45	5	8.06	11	91.67	6	50.00	-	--	6	100.00	2	33.33
3. Light.	34	54.84	6	9.68	14	22.58	7	58.33	1	8.33	3	25.00	3	50.00	1	16.67
4. Color.	32	51.61	9	14.52	11	17.74	7	58.33	1	8.33	2	16.67	4	66.67	1	16.67
5. Harmony in design.	33	53.23	11	17.74	10	16.13	7	58.33	4	33.33	2	16.67	3	50.00	1	16.67
C. Character traits:																
1. Self-reliance.	58	93.55	35	56.45	1	1.61	10	83.33	10	83.33	-	--	6	100.00	1	16.67
2. Self-confidence.	57	91.94	39	62.90	2	3.23	11	91.67	7	58.33	-	--	6	100.00	2	33.33
3. Leadership.	46	74.19	28	45.16	3	4.84	9	75.00	7	58.33	1	8.33	4	66.67	2	33.33
4. Sportsmanship.	45	72.58	29	46.77	3	4.84	9	75.00	6	50.00	1	8.33	6	100.00	1	16.67
5. Citizenship.	37	59.68	28	45.16	3	4.84	8	66.67	8	66.67	-	--	4	66.67	-	--
6. Responsibility.	58	93.55	39	62.90	1	1.61	11	91.67	10	83.33	-	--	5	83.33	1	16.67
7. Initiative.	50	80.67	30	48.39	3	4.84	10	83.33	8	66.67	-	--	6	100.00	2	33.33
8. Tolerance.	39	62.90	21	33.87	9	14.52	7	58.33	4	33.33	2	16.67	4	66.67	2	33.33
9. Courtesy.	52	83.87	26	41.94	5	8.06	10	83.33	9	75.00	-	--	6	100.00	3	50.00
10. Kindness.	37	59.68	23	37.10	5	8.06	6	50.00	5	41.67	1	8.33	4	66.67	2	33.33
D. Speech improvement in:																
1. Pronunciation.	57	91.94	35	56.45	1	1.61	12	100.00	10	83.33	-	--	6	100.00	2	33.33
2. Enunciation.	60	96.77	36	58.06	1	1.61	11	91.67	9	75.00	-	--	6	100.00	3	50.00
3. Diction.	57	91.94	37	59.68	2	3.23	10	83.33	8	66.67	1	8.33	5	83.33	3	50.00
4. Speech tones.	45	72.58	27	43.55	2	3.23	12	100.00	7	58.33	-	--	6	100.00	2	33.33
5. Ease in conversation.	35	56.45	29	46.77	1	1.61	11	91.67	8	66.67	-	--	4	66.67	3	50.00
6. Speech consciousness.	39	62.90	28	45.16	-	--	7	58.33	6	50.00	2	16.67	3	50.00	2	33.33
7. Enriched vocabulary.	29	46.77	23	37.10	2	3.23	6	50.00	5	41.67	2	16.67	3	50.00	2	33.33
8. Desire for self-study.	31	50.00	19	30.67	5	8.06	6	50.00	4	33.33	3	25.00	2	33.33	1	16.67
9. Organization of materials.	20	32.26	13	20.97	8	12.90	3	25.00	4	33.33	3	25.00	3	50.00	1	16.67
10. Correction of defects: stammering, stuttering, nasality.	26	41.94	17	27.42	5	8.06	7	58.33	5	41.67	3	25.00	4	66.67	2	33.33
E. Knowledge of:																
1. History of the drama.	37	59.68	5	8.06	18	29.03	3	25.00	2	16.67	5	41.67	4	66.67	-	--
2. Technique of the drama.	47	75.81	13	20.97	17	24.42	7	58.33	2	16.67	4	33.33	6	100.00	-	--
3. Criticism of the drama.	39	62.90	12	19.35	14	22.58	6	50.00	2	16.67	5	41.67	5	83.33	-	--
4. Art of play production.	50	80.67	20	32.26	8	12.90	10	83.33	3	25.00	4	33.33	6	100.00	2	33.33
5. Life's problems.	30	48.39	17	27.42	8	12.90	7	58.33	1	8.33	4	33.33	5	83.33	2	33.33
6. Human nature.	46	74.19	22	35.48	9	14.52	10	83.33	3	25.00	4	33.33	5	83.33	3	50.00
F. Self-satisfaction in:																
1. Making friends.	42	67.74	22	35.48	7	11.29	4	33.33	3	25.00	4	33.33	5	83.33	3	50.00
2. Fun, enjoyment.	51	82.26	24	38.71	8	12.90	10	83.33	5	41.67	4	33.33	6	100.00	1	16.67
3. Thrill of working with others.	50	80.65	27	43.55	4	6.45	8	66.67	4	33.33	3	25.00	5	83.33	1	16.67
4. Thrill of accomplishment.	53	85.48	29	46.77	5	8.06	8	66.67	4	33.33	3	25.00	6	100.00	1	16.67
5. Thrill of doing their work well.	49	79.03	29	46.77	5	8.06	11	91.67	7	58.33	2	16.67	4	66.67	2	33.33
G. Critical attitude of:																
1. Movies.	41	66.13	19	30.65	4	6.45	7	58.33	3	25.00	3	25.00	6	100.00	1	16.67
2. Plays.	50	80.65	15	24.19	3	4.84	8	66.67	2	16.67	2	16.67	6	100.00	2	33.33
3. Literature.	21	33.87	5	8.06	6	9.68	2	16.67	1	8.33	2	16.67	4	66.67	1	16.67
H. Other values:																
1. Wider use of leisure time.	54	87.10	32	51.61	2	3.23	9	75.00	7	58.33	1	8.33	3	50.00	3	50.00
2. Improvement of bodily movement.	49	79.03	12	30.65	8	12.90	10	83.33	3	25.00	-	--	5	83.33	1	16.67
3. Knowledge of parliamentary law.	20	32.26	11	17.74	16	25.81	4	33.33	1	8.33	3	25.00	2	33.33	1	16.67
4. Getting parents interested in school.	20	32.26	11	17.74	9	14.52	8	66.67	1	8.33	3	25.00	3	50.00	1	16.67
5. Getting to know teacher or pupils.	29	46.77	12	19.35	4	6.45	5	41.67	-	--	4	33.33	4	66.67	1	16.67
6. Developing school spirit.	35	56.45	10	16.13	8	12.90	8	66.67	1	8.33	2	16.67	3	50.00	-	--
7. Raising funds for school.	33	53.23	1	1.61	21	33.87	9	75.00	2	16.67	2	16.67	5	83.33	-	--
8. Understanding life.	28	45.16	15	24.19	4	6.45	5	41.67	3	24.00	1	8.33	3	50.00	1	16.67

* Schools in towns with separate school cooperations are included in this classification.

From Table VI, the following facts are shown:

1. The leading objectives in practice in city and town, township, or joint schools differ but little. Either of the types agree with the total viewpoint as given in Table III.

2. There are few differences in the objectives considered most valuable in the different types of schools, and each type agrees with the total list of most valuable objectives.

3. The city and township schools agree on the least valuable objectives and with the total list of least valuable ones. The joint schools, however, agree with the city and township schools on only two of the least valuable objectives.

4. Teacher objectives are not affected by the various types of schools.

Do associated and non-associated schools have the same teacher objectives in their Dramatic Clubs? Table VII, pages 32-34, gives a comparison of objectives in associated and non-associated schools.

The data in Table VII show: that the associated and non-associated schools practice the same common objectives; they agree on five objectives as most valuable for the pupil and on four as least valuable. Teacher objectives are not influenced by the association of schools.

TABLE VII

TEACHER OBJECTIVES IN ASSOCIATED AND NON-ASSOCIATED HIGH SCHOOLS IN INDIANA

Teacher Objectives	Associated Schools					Non-Associated Schools						
	Practice		Most Valuable		Least Valuable	Practice		Most Valuable		Least Valuable		
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
A. Cooperation:												
1. Desire to help others.	39	69.64	14	26.79	4	7.14	18	75.00	11	45.83	2	8.33
2. Desire to do better work.	49	87.50	28	50.00	1	1.79	20	83.33	12	50.00	4	16.67
3. Sense of loyalty.	44	78.57	23	41.07	1	1.79	16	66.67	9	37.50	5	20.83
4. Sympathy for others.	33	58.93	13	23.21	4	7.14	10	41.67	7	29.17	4	16.67
5. Subordination of their int. to that of the group.	49	87.50	37	66.07	3	5.36	19	79.17	12	50.00	1	4.17
B. Appreciation of:												
1. Movies.	40	71.43	25	44.64	3	5.36	17	70.83	13	54.17	1	4.17
2. Drama.	53	94.64	32	57.14	4	7.14	22	91.67	11	45.83	2	8.33
3. Light.	33	58.93	6	10.71	11	19.64	11	45.83	2	8.33	6	25.00
4. Color.	33	58.93	9	16.07	8	14.29	10	41.67	2	8.33	5	20.83
5. Harmony in design.	33	58.93	12	21.43	8	14.29	10	41.67	5	20.83	3	12.50
C. Character traits:												
1. Self-reliance.	53	94.64	28	50.00	1	1.79	21	87.50	18	75.00		
2. Self-confidence.	52	92.86	33	58.93	2	3.57	22	91.67	15	62.50		
3. Leadership.	42	75.00	22	39.29	3	5.36	17	70.83	16	66.67	1	4.17
4. Sportsmanship.	42	75.00	23	41.07	1	1.79	18	75.00	13	54.17	3	12.50
5. Citizenship.	35	62.50	21	37.50	3	5.36	14	58.33	15	62.50		
6. Responsibility.	52	92.86	32	57.14	1	1.79	22	91.67	18	75.00		
7. Initiative.	48	85.71	26	46.43	3	5.36	18	75.00	14	58.33		
8. Tolerance.	35	62.50	19	33.93	7	12.50	15	62.50	8	33.33	4	16.67
9. Courtesy.	50	89.29	23	41.07	4	7.14	18	75.00	15	62.50	1	4.17
10. Kindness.	35	62.50	19	33.93	5	8.93	12	50.00	11	45.83	1	4.17

TABLE VII (continued)

TEACHER OBJECTIVES IN ASSOCIATED AND NON-ASSOCIATED HIGH SCHOOLS IN INDIANA

Teacher Objectives	Associated Schools					Non-Associated Schools				
			Most		Least			Most		Least
	Practice	Valuable	Valuable	Valuable	Valuable	Practice	Valuable	Valuable	Valuable	Valuable
	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per
	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent
D. Speech improvement in:										
1. Pronunciation.	53	94.64	29	51.78	1	1.79	22	91.67	18	75.00
2. Enunciation.	55	98.21	31	55.36	1	1.79	22	91.67	17	70.83
3. Diction.	51	91.07	33	58.93	2	3.57	21	87.50	15	62.50
4. Speech tones.	44	78.57	25	44.64	1	1.79	19	79.17	11	45.83
5. Ease in conversation.	33	58.93	25	44.64	1	1.79	17	70.83	15	62.50
6. Speech consciousness.	33	62.50	25	44.64	-	--	14	58.33	11	45.83
7. Enriched vocabulary.	28	50.00	19	33.93	2	3.57	10	41.67	11	45.83
8. Desire for self-study.	28	50.00	15	26.79	5	8.93	11	45.83	9	37.50
9. Organization of materials.	19	33.93	11	19.64	7	12.50	7	29.17	7	29.17
10. Correction of defects: stammering, stuttering, etc.	24	42.86	15	26.79	5	8.93	12	50.00	9	37.50
E. Knowledge of:										
1. History of the drama.	33	58.93	5	8.93	15	26.79	11	45.83	2	8.33
2. Technique of the drama.	45	80.36	11	19.64	14	25.00	15	62.50	4	16.67
3. Criticism of the drama.	36	64.29	11	19.64	10	17.88	14	58.33	8	33.33
4. Art of play production.	44	78.57	17	30.36	10	17.88	22	91.67	8	33.33
5. Life's problems.	30	53.57	15	26.79	8	14.29	12	50.00	5	20.83
6. Human nature.	44	78.57	20	35.71	10	17.88	17	70.83	8	33.33
Self-satisfaction in:										
1. Making friends.	38	67.86	20	35.71	5	8.93	14	58.33	5	20.83
2. Fun, enjoyment.	46	82.14	21	37.50	6	10.71	21	87.50	9	37.50
3. Thrill of working with others.	48	85.71	25	44.64	2	3.57	15	62.50	7	29.17

TABLE VII (continued)

TEACHER OBJECTIVES IN ASSOCIATED AND NON-ASSOCIATED HIGH SCHOOLS IN INDIANA

Teacher Objectives	Associated Schools						Non-Associated Schools					
	Practice		Most Valuable		Least Valuable		Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
4. Thrill of accomplishment.	50	89.29	23	41.07	3	5.36	17	70.83	11	45.83	5	20.83
5. Thrill of doing their work well.	47	83.93	28	50.00	1	1.79	17	70.83	12	50.00	4	16.67
G. Critical attitude of:												
1. Movies.	39	69.64	17	30.36	3	5.36	15	62.50	6	25.00	4	16.67
2. Plays.	46	82.14	13	23.21	2	3.57	18	75.00	6	25.00	3	12.50
3. Literature.	20	35.71	5	8.93	3	5.36	7	29.17	2	8.33	5	20.83
H. Other values:												
1. Wider use of leisure time.	46	82.14	29	41.78	1	1.79	20	83.33	13	54.17	2	8.33
2. Improvement of bodily movement.	45	30.36	19	33.93	4	7.14	19	79.17	4	16.67	4	16.67
3. Knowledge of parliamentary law.	16	28.57	2	3.57	15	26.79	10	41.67	4	16.67	5	20.83
4. Getting parents interested in school.	17	30.36	9	16.07	7	12.50	15	62.50	4	16.67	5	20.83
5. Getting to know teacher or pupils.	28	50.00	11	19.64	2	3.57	10	41.67	2	8.33	7	29.17
6. Developing school spirit.	30	53.57	7	12.50	7	12.50	16	66.67	4	16.67	5	20.83
7. Raising funds for school.	28	50.00	1	1.79	17	30.36	19	79.17	2	8.33	8	33.33
8. Understanding life.	27	48.21	12	21.43	3	5.36	9	37.50	7	29.17	2	8.33

Is the club enrollment an important factor in determining teacher objectives? Tables VIIIa and VIIIb, pages 36-41, show the comparison of teacher objectives and club enrollments.

It may seem from the Tables VIIIa and VIIIb that the clubs have been classified rather arbitrarily into the four classes of enrollments. However, when tabulations of responses were made, the clubs more or less naturally fell into the classifications used according to the frequency of items checked and number of schools responding.

The data in Tables VIIIa and VIIIb show:

1. The objectives in practice in clubs with different enrollments are the same; the clubs with over one hundred twenty members agree 100 per cent on objectives in practice.

2. The clubs with various enrollments agree on the most valuable objectives.

3. Not enough schools checked what they considered least valuable objectives to draw any conclusions. Those that did check the least valuable objectives were mostly schools with club enrollments under thirty and from thirty to forty-four. They considered the objectives under knowledges as least valuable for the pupils.

4. The club enrollment is not an important factor in determining teacher objectives.

TABLE VIIIa

TEACHER OBJECTIVES AND CLUB ENROLLMENTS

Teacher Objectives	Clubs with fewer than 30				Clubs with from 30 to 44			
	Most		Least		Most		Least	
	Practice	Valuable	Valuable	Valuable	Practice	Valuable	Valuable	Valuable
	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per
	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent
A. Cooperation:								
1. Desire to help others.	15 71.43	8 38.10	2 9.52	25 73.53	12 35.21	2 5.88		
2. Desire to do better work.	16 76.19	11 52.38	2 9.52	29 85.29	17 50.00	3 8.82		
3. Sense of loyalty.	11 52.38	7 33.33	1 4.76	27 79.41	15 44.12	5 14.71		
4. Sympathy for others.	11 52.38	6 28.57	2 9.52	17 50.00	8 23.53	4 11.76		
5. Subordination of their int. to that of the group.	15 71.43	11 52.36	1 4.76	28 82.35	21 61.76	3 8.82		
B. Appreciation of:								
1. Movies.	13 61.90	12 57.14	1 4.76	27 79.41	14 41.18	2 5.88		
2. Drama.	19 90.48	9 42.86	1 4.76	31 91.18	18 52.94	5 14.71		
3. Light.	8 38.10	1 4.76	4 19.05	18 52.94	3 8.82	7 20.59		
4. Color.	8 38.10	3 14.29	3 14.29	17 50.00	4 11.76	8 23.53		
5. Harmony in design.	10 47.62	4 19.05	3 14.29	17 50.00	8 23.53	6 17.65		
C. Character traits:								
1. Self-reliance.	20 95.24	13 61.90	- --	31 91.18	18 52.94	1 2.94		
2. Self-confidence.	20 95.24	10 47.62	- --	30 88.24	20 58.82	2 5.88		
3. Leadership.	12 57.14	13 61.90	1 4.76	28 82.35	15 44.12	2 5.88		
4. Sportsmanship.	12 57.14	8 38.10	1 4.76	26 76.47	16 47.06	2 5.88		
5. Citizenship.	12 57.14	11 52.38	- --	20 58.82	13 38.24	2 5.88		
6. Responsibility.	19 90.48	12 57.14	- --	31 91.18	21 61.76	1 2.94		
7. Initiative.	17 80.95	11 52.38	1 4.76	26 76.47	16 47.06	2 5.88		
8. Tolerance.	10 47.62	7 33.33	1 4.76	20 58.82	11 32.35	8 23.53		
9. Courtesy.	19 90.48	11 52.38	- --	28 82.35	14 41.18	5 14.71		
10. Kindness.	8 38.10	7 33.33	1 4.76	21 61.76	14 41.18	3 8.82		

TABLE VIIIa (continued)

TEACHER OBJECTIVES AND CLUB ENROLLMENTS

Teacher Objectives	Clubs with fewer than 30					Clubs with from 30 to 44						
			Most		Least				Most		Least	
	Practice	Valuable	Practice	Valuable	Practice	Valuable	Practice	Valuable	Practice	Valuable	Practice	Valuable
	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per
	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent
D. Speech improvement in:												
1. Pronunciation.	20	95.24	11	52.38	-	--	30	88.24	21	61.76	1	2.94
2. Enunciation.	20	95.24	13	61.90	-	--	32	94.12	21	61.76	1	2.94
3. Diction.	18	85.71	13	61.90	1	4.76	31	91.18	20	58.82	2	5.88
4. Speech tones.	16	76.19	9	42.86	1	4.76	27	79.41	18	52.94	1	2.94
5. Ease in conversation.	11	52.38	8	38.10	-	--	22	64.71	19	55.88	1	2.94
6. Speech consciousness.	10	47.62	9	42.86	1	4.76	19	55.88	13	38.24	1	2.94
7. Enriched vocabulary.	17	80.95	8	38.10	1	4.76	17	50.00	13	38.24	2	5.88
8. Desire for self-study.	6	28.57	6	28.57	2	9.52	18	52.94	11	32.35	6	17.65
9. Organization of materials.	5	23.81	6	28.57	2	9.52	11	32.35	7	20.59	6	17.65
10. Correction of defects: Stammering, stuttering, etc.	4	19.05	7	33.33	2	9.52	20	58.82	10	29.41	4	11.76
E. Knowledge of:												
1. History of the drama.	6	28.57	1	4.76	8	38.10	19	55.88	1	2.94	12	35.29
2. Technique of the drama.	11	52.38	3	14.29	8	38.10	28	82.35	7	20.59	11	32.35
3. Criticism of the drama.	10	47.62	5	14.29	5	23.81	25	75.53	7	20.59	11	32.35
4. Art of play production.	20	95.24	6	28.57	6	28.57	24	70.59	10	29.41	7	20.59
5. Life's problems.	11	52.38	7	33.33	3	14.29	16	47.06	6	17.65	7	20.59
6. Human nature.	17	80.95	12	57.14	3	14.29	24	70.59	10	29.41	7	20.59
Self-satisfaction in:												
1. Making friends.	7	33.33	5	23.81	3	14.29	27	79.41	10	29.41	6	17.65
2. Fun, enjoyment.	16	76.19	6	28.57	3	14.29	30	88.24	11	32.35	7	20.59
3. Thrill--working with others.	12	57.14	7	33.33	3	14.29	30	88.24	14	41.18	3	8.82

TABLE VIIIa (continued)

TEACHER OBJECTIVES AND CLUB ENROLLMENTS

Teacher Objectives	Clubs with fewer than 30				Clubs with from 30 to 44			
	Most		Least		Most		Least	
	Practice	Valuable	Valuable	Valuable	Practice	Valuable	Valuable	Valuable
	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per
	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent
4. Thrill--accomplishment.	14 66.67	8 38.10	2 9.52	30 88.24	17 50.00	4 11.76		
5. Thrill of doing their work well.	15 71.43	8 38.10	2 9.52	27 79.41	19 55.88	2 5.88		
G. Critical attitude of:								
1. Movies.	16 76.19	8 38.10	2 9.52	23 67.65	6 17.65	3 8.82		
2. Plays.	14 66.67	3 14.29	1 4.76	28 82.35	6 17.65	3 8.82		
3. Literature.	5 23.81	1 4.76	4 19.05	12 35.29	3 8.82	3 8.82		
H. Other values:								
1. Wider use of leisure time.	17 80.95	13 61.90	2 9.52	29 85.29	17 50.00			
2. Improvement--bodily movement.	18 85.71	4 19.05	2 9.52	25 73.53	9 26.47	4 11.76		
3. Knowledge of parliamentary law.	6 28.57	2 9.52	5 23.81	12 35.29	2 5.88	8 23.53		
4. Getting parents interested in school.	9 42.86	3 14.29	5 23.81	15 44.12	5 14.71	5 14.71		
5. Getting to know teacher or pupils.	6 28.57	1 4.76	5 23.81	16 47.06	8 23.53	1 2.94		
6. Developing school spirit.	12 57.14	2 9.52	4 19.05	19 55.88	8 23.53	4 11.76		
7. Raising funds for school.	14 66.67	2 9.52	6 28.57	19 55.88	- --	13 38.24		
8. Understanding life.	9 42.86	4 19.06	1 4.76	13 38.24	8 23.53	2 5.88		

TABLE VIIIb

TEACHER OBJECTIVES AND CLUB ENROLLMENTS

Teachers Objectives	Clubs with from 45-90				Clubs with over 120			
	Most		Least		Most		Least	
	Practice	Valuable	Valuable	Valuable	Practice	Valuable	Valuable	Valuable
	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per	No. Per
	Cent	Cent	Cent	Cent	Cent	Cent	Cent	Cent
A. Cooperation:								
1. Desire to help others.	14 77.78	6 33.33	1 5.56	3 42.86	- --	2 28.57		
2. Desire to do better work.	17 94.44	8 44.44	- --	7 100.00	4 57.14			
3. Sense of loyalty.	16 88.89	8 44.44	- --	6 85.71	2 28.57			
4. Sympathy for others.	13 72.22	6 33.33	1 5.56	2 28.57	1 --	1 14.29		
5. Subordination of their int. to that of the group.	18 100.00	11 61.11	- --	7 100.00	6 85.71	-		
B. Appreciation of:								
1. Movies.	12 66.67	9 50.00	1 5.56	5 71.43	3 42.86			
2. Drama.	18 100.00	12 66.67	- --	7 100.00	4 57.14			
3. Light.	12 66.67	4 22.22	2 11.11	6 85.71	- --	4 57.14		
4. Color.	12 66.67	4 22.22	- --	6 85.71	- --	2 28.57		
5. Harmony in design.	11 61.11	5 27.78	- --	5 71.43	- --	2 28.57		
C. Character traits:								
1. Self-reliance.	16 88.89	12 66.67	- --	7 100.00	3 42.86			
2. Self-confidence.	17 94.44	14 77.78	- --	7 100.00	4 57.14			
3. Leadership.	15 83.33	8 44.44	1 5.56	4 57.14	2 28.57			
4. Sportsmanship.	16 88.89	10 55.56	- --	6 85.71	2 28.57	1 14.29		
5. Citizenship.	13 72.22	10 55.56	- --	4 57.14	2 28.57	1 14.29		
6. Responsibility.	17 94.44	14 77.78	- --	7 100.00	3 42.86			
7. Initiative.	16 88.89	11 61.11	- --	7 100.00	2 28.57			
8. Tolerance.	15 83.33	9 50.00	- --	5 71.43	- --	2 28.57		
9. Courtesy.	15 83.33	11 61.11	- --	6 85.71	2 28.57			
10. Kindness.	14 77.78	9 50.00	- --	4 57.14	- --	2 28.57		

TABLE VIIIb (cont.)

TEACHER OBJECTIVES AND CLUB ENROLLMENTS

Teacher Objectives	Clubs with from 45 -90			Clubs with over 120		
	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent
D. Speech improvement In:						
1. Pronunciation.	18 100.00	12 66.67	- --	7 100.00	2 28.57	
2. Enunciation.	18 100.00	13 72.22	- --	7 100.00	2 28.57	
3. Diction.	17 94.44	12 66.67	- --	6 85.71	3 42.86	
4. Speech tones.	16 88.89	9 50.00	- --	4 57.14	- --	1 14.29
5. Ease in conversation.	12 66.67	11 61.11	- --	3 42.86	2 28.57	
6. Speech consciousness.	13 72.22	10 55.56	- --	6 85.71	4 57.14	
7. Enriched vocabulary.	10 55.56	8 44.44	- --	4 57.14	1 14.29	
8. Desire for self-study.	10 55.56	6 33.33	- --	4 57.14	1 14.29	
9. Organization of materials.	9 50.00	5 27.78	- --	1 14.29	- --	2 28.57
10. Correction of defects: stammering, stuttering, etc.	9 50.00	6 33.33	- --	3 42.86	1 14.29	2 28.57
E. Knowledge of:						
1. History of the drama.	12 66.67	4 22.22	3 16.67	7 100.00	- --	2 28.57
2. Technique of the drama.	15 83.33	4 22.22	4 22.22	6 85.71	1 14.29	1 14.29
3. Criticism of the drama.	9 50.00	4 22.22	2 11.11	6 85.71	- --	2 28.57
4. Art of play production.	15 83.33	5 27.78	2 11.11	7 100.00	4 57.14	
5. Life's problems.	11 61.11	4 22.22	2 11.11	4 57.14	2 28.57	
6. Human nature.	14 77.78	3 16.67	4 22.22	6 85.71	3 42.86	
F. Self-satisfaction in:						
1. Making friends.	12 66.67	9 50.00	2 11.11	6 85.71	3 42.86	
2. Fun, enjoyment.	14 77.78	10 55.56	2 11.11	7 100.00	3 42.86	
3. Thrill of working with others.	15 83.33	10 55.56	1 5.56	6 85.71	1 14.29	1 14.29
4. Thrill of accomplishment.	16 88.89	6 33.33	2 11.11	7 100.00	3 42.86	

TABLE VIIIb (continued)

TEACHER OBJECTIVES AND CLUB ENROLLMENTS

Teacher Objectives	Clubs with from 45-90				Clubs with over 120							
			Most	Least			Most	Least				
	Practice No.	Per Cent	Valuable No.	Valuable Per Cent	Practice No.	Per Cent	Valuable No.	Valuable Per Cent				
5. Thrill of doing their work well.	15	83.33	9	50.00	1	5.56	7	100.00	4	57.14		
G. Critical Attitude of:												
1. Movies.	9	50.00	7	38.89	2	11.11	6	85.71	2	28.57		
2. Plays.	15	83.33	8	44.44	1	5.56	7	100.00	2	28.57		
3. Literature.	6	33.33	3	16.67	1	5.56	4	57.14	-	--		
H. Other values:												
1. Wider use of leisure time.	14	77.78	9	50.00	1	5.56	6	85.71	3	42.86		
2. Improvement of bodily movement.	15	83.33	7	38.89	2	11.11	6	85.71	3	42.86	1	14.29
3. Knowledge of parliamentary law.	6	33.33	2	11.11	5	27.78	2	28.57	-	--	2	28.57
4. Getting parents interested in school.	5	27.78	3	16.67	1	5.56	2	28.57	2	28.57	1	14.29
5. Getting to know teacher or pupils.	13	72.22	3	16.67	2	11.11	3	42.86	1	14.29		
6. Developing school spirit.	10	55.56	2	11.11	3	16.67	5	71.43	-	--	1	14.29
7. Raising funds for school.	9	50.00	1	5.56	3	16.67	5	71.43	-	--	2	28.57
8. Understanding life.	11	61.11	2	11.11	-	--	3	42.86	1	14.29	1	14.29

Do school enrollments influence teacher objectives in Dramatic Clubs? Tables IXa, IXb, and IXc, pages 43-51, show the comparison of teacher objectives and school enrollments.

In tabulating the data in the Tables IXa, IXb, and IXc, the frequencies naturally fell into the classifications of enrollments used.

The data in Tables IXa, IXb, and IXc show:

1. Clubs in schools with different enrollments agree on the objectives in practice. Three teacher objectives are common in all schools, and four of the five groups in Tables IXa, IXb, and IXc agree on four more.

2. Clubs agree on the most and least valuable objectives for pupils irrespective of school enrollments.

3. Teacher objectives in Dramatic Clubs are not influenced by school enrollments.

From all of the data given on teacher objectives it is shown that such factors as type of school, association of schools, club enrollment, and school enrollment do not affect teacher objectives in high-school Dramatic Clubs.

TABLE IXa

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment under 300						Enrollment 300-499					
			Most		Least				Most		Least	
	Practice	Valuable	Valuable	Valuable	No.	Per	Practice	Valuable	Valuable	No.	Per	Valuable
No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.	Per	No.
	Cent	Cent	Cent	Cent			Cent	Cent	Cent			Cent
A. Cooperation:												
1. Desire to help others.	17	73.91	8	34.78	-	--	13	65.00	6	30.00	4	20.00
2. Desire to do better work.	21	91.30	10	43.48	1	4.35	20	100.00	12	60.00	2	10.00
3. Sense of loyalty.	16	69.57	7	30.43	3	13.04	15	75.00	9	45.00	2	10.00
4. Sympathy for others.	12	52.17	5	21.74	2	8.70	8	40.00	5	25.00	4	20.00
5. Subordination of their int. to that of the group.	20	86.96	14	60.87	-	--	18	90.00	13	65.00	2	10.00
B. Appreciation of:												
1. Movies.	17	73.91	13	56.52	-	--	12	60.00	10	50.00		
2. Drama.	19	82.61	9	39.13	1	4.35	20	100.00	9	45.00	2	10.00
3. Light.	12	52.17	1	4.35	4	17.39	11	55.00	4	20.00	3	15.00
4. Color.	13	56.52	2	8.70	3	13.04	9	45.00	4	20.00	4	20.00
5. Harmony in design.	11	47.83	5	21.74	2	8.70	11	55.00	5	25.00	2	10.00
C. Character traits:												
1. Self-reliance.	19	82.61	11	47.83	-	--	20	100.00	12	60.00	1	5.00
2. Self-confidence.	21	91.30	13	56.52	-	--	20	100.00	12	60.00	1	5.00
3. Leadership.	19	82.61	13	56.52	1	4.35	13	65.00	12	60.00		
4. Sportsmanship.	20	86.96	17	73.91	-	--	12	60.00	10	50.00	1	5.00
5. Citizenship.	17	73.91	13	56.52	-	--	13	65.00	10	50.00	1	5.00
6. Responsibility.	21	91.30	15	65.22	-	--	19	95.00	13	65.00	1	5.00
7. Initiative.	20	86.96	11	47.83	-	--	14	70.00	10	50.00	1	5.00
8. Tolerance.	16	69.57	9	39.13	2	8.70	9	45.00	8	40.00	4	20.00
9. Courtesy.	19	82.61	13	56.52	-	--	20	100.00	11	55.00	2	10.00
10. Kindness.	15	65.22	10	43.48	1	4.35	11	55.00	8	40.00	1	5.00

TABLE IXa (continued)

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment under 300						Enrollment 300-499					
	Practice		Most Valuable		Least Valuable		Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
D. Speech improvement in:												
1. Pronunciation.	21	91.30	14	60.87	-	--	18	90.00	15	75.00		
2. Pronunciation.	21	91.30	13	56.52	-	--	20	100.00	12	60.00		
3. Diction.	19	82.61	11	47.83	1	4.35	19	95.00	15	75.00		
4. Speech tones.	18	78.26	9	39.13	-	--	16	80.00	10	50.00	2	10.00
5. Ease in conversation.	15	65.22	15	65.22	-	--	14	70.00	11	55.00		
6. Speech consciousness.	14	60.87	9	39.13	2	8.70	10	50.00	11	55.00		
7. Enriched vocabulary.	9	39.13	7	30.43	2	8.70	11	55.00	10	50.00	1	5.00
8. Desire for self-study.	12	52.17	6	26.09	3	13.04	8	40.00	8	40.00	3	15.00
9. Organization of materials.	6	26.09	5	21.74	4	17.39	8	40.00	8	40.00	3	15.00
10. Correction of defects: stammering, stuttering, etc.	12	52.17	9	39.13	4	17.39	11	55.00	9	45.00	2	10.00
E. Knowledge of:												
1. History of the drama.	9	39.13	1	4.35	6	26.09	14	70.00	3	15.00	6	30.00
2. Technique of the drama.	15	65.22	2	8.70	8	34.78	15	75.00	5	25.00	6	30.00
3. Criticism of the drama.	11	47.83	2	8.70	6	26.09	12	60.00	3	15.00	7	35.00
4. Art of play production.	20	86.96	5	21.74	5	21.74	17	85.00	9	45.00	5	25.00
5. Life's problems.	12	52.17	4	17.39	3	13.04	9	45.00	4	20.00	5	25.00
6. Human nature.	18	78.26	10	43.48	2	8.70	13	65.00	4	20.00	7	35.00
F. Self-satisfaction in:												
1. Making friends.	15	65.22	8	34.78	4	17.39	13	65.00	6	30.00	3	15.00
2. Fun, enjoyment.	21	91.30	7	30.43	4	17.39	16	80.00	9	45.00	3	15.00
3. Thrill of working with others.	18	78.26	7	30.43	7	30.43	15	75.00	9	45.00	1	5.00

TABLE IXa (continued)

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment under 300			Enrollment 300-499		
	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent
4. Thrill of accomplishment.	19 82.61	9 39.13	3 13.04	16 80.00	9 45.00	2 10.00
5. Thrill of doing their work well.	18 78.26	13 56.52	1 4.35	16 80.00	11 55.00	1 5.00
G. Critical attitude of:						
1. Movies.	15 65.22	5 21.74	3 13.04	16 80.00	7 35.00	2 10.00
2. Plays.	16 69.57	4 17.39	2 8.70	20 100.00	7 35.00	1 5.00
3. Literature.	6 26.09	2 8.70	3 13.04	11 55.00	4 20.00	1 5.00
H. Other values:						
1. Wider use of leisure time.	18 78.26	11 47.83	2 8.70	16 80.00	11 55.00	1 5.00
2. Improvement of bodily movement.	19 82.61	5 21.74	1 4.35	12 60.00	7 35.00	4 20.00
3. Knowledge of parliamentary law.	9 39.13	2 8.70	5 21.74	8 40.00	3 15.00	5 25.00
4. Getting parents interested in school.	14 60.87	2 8.70	3 13.04	8 40.00	4 20.00	4 20.00
5. Getting to know teacher or pupils.	11 47.83	- --	5 21.74	8 40.00	5 25.00	3 15.00
6. Developing school spirit.	17 73.91	4 17.39	4 17.39	12 60.00	4 20.00	4 20.00
7. Raising funds for school.	19 82.61	2 8.70	4 17.39	11 55.00	1 5.00	8 40.00
8. Understanding life.	7 30.43	1 4.35	1 4.35	7 35.00	5 25.00	2 10.00

TABLE IXb

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment 500-749			Enrollment 750-1499		
	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent
A. Cooperation:						
1. Desire to help others.	7 70.00	5 50.00	- --	10 66.67	4 26.67	1 6.67
2. Desire to do better work.	8 80.00	6 60.00	1 10.00	10 66.67	7 46.67	
3. Sense of loyalty.	9 90.00	6 60.00	- --	10 66.67	6 40.00	
4. Sympathy for others.	8 80.00	4 40.00	1 10.00	7 46.67	3 20.00	
5. Subordination of their int. to that of the group.	9 90.00	8 80.00	- --	11 73.33	10 66.67	2 13.33
B. Appreciation of:						
1. Movies.	7 70.00	5 50.00	2 20.00	13 86.67	8 53.33	1 6.67
2. Drama.	10 100.00	8 80.00	1 10.00	13 86.67	10 66.67	2 13.33
3. Light.	6 60.00	1 10.00	3 30.00	8 53.33	- --	5 33.33
4. Color.	5 50.00	4 40.00	1 10.00	7 46.67	- --	3 20.00
5. Harmony in design.	7 70.00	4 40.00	1 10.00	8 53.33	- --	3 20.00
C. Character traits:						
1. Self-reliance.	9 90.00	6 60.00	- --	13 86.67	9 60.00	
2. Self-confidence.	10 100.00	7 70.00	- --	12 80.00	9 60.00	
3. Leadership.	7 70.00	4 40.00	- --	10 66.67	4 26.67	2 13.33
4. Sportsmanship.	8 80.00	4 40.00	1 10.00	10 66.67	5 33.33	
5. Citizenship.	6 60.00	3 30.00	- --	6 40.00	5 33.33	1 6.67
6. Responsibility.	10 00.00	8 80.00	- --	13 86.67	7 46.67	
7. Initiative.	8 80.00	5 50.00	1 10.00	12 80.00	6 40.00	
8. Tolerance.	8 80.00	4 40.00	1 10.00	8 53.33	3 20.00	2 13.33
9. Courtesy.	8 80.00	6 60.00	- --	11 73.33	5 33.33	1 6.67
10. Kindness.	6 60.00	5 50.00	- --	7 46.67	4 26.67	1 6.67

TABLE IXb (continued)

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment 500-749			Enrollment 750-1499		
	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent	Practice No. Per Cent	Most Valuable No. Per Cent	Least Valuable No. Per Cent
D. Speech improvement in:						
1. Pronunciation.	10 100.00	6 60.00	- --	14 93.33	6 40.00	1 6.67
2. Enunciation.	10 100.00	8 80.00	- --	14 93.33	8 53.33	1 6.67
3. Diction.	9 90.00	7 70.00	- --	14 93.33	7 46.67	2 13.33
4. Speech tones.	10 100.00	7 70.00	- --	9 60.00	5 33.33	
5. Ease in conversation.	5 50.00	6 60.00	- --	7 46.67	4 26.67	
6. Speech consciousness.	9 90.00	6 60.00	- --	7 46.67	5 33.33	
7. Enriched vocabulary.	6 60.00	6 60.00	- --	5 33.33	3 20.00	
8. Desire for self-study.	5 50.00	5 50.00	1 10.00	6 40.00	1 6.67	2 13.33
9. Organization of materials.	5 50.00	4 40.00	1 10.00	2 13.33	1 6.67	1 6.67
10. Correction of defects: stammering, stuttering, etc.	4 40.00	4 40.00	1 10.00	4 26.67	2 13.33	
E. Knowledge of:						
1. History of the drama.	7 70.00	1 10.00	3 30.00	7 46.67	- --	5 33.33
2. Technique of the drama.	9 90.00	3 30.00	2 20.00	10 66.67	2 13.33	4 26.67
3. Criticism of the drama.	8 80.00	2 20.00	1 10.00	10 66.67	2 13.33	5 33.33
4. Art of play production.	7 70.00	4 40.00	1 10.00	11 73.33	2 13.33	2 13.33
5. Life's problems.	5 50.00	5 50.00	- --	6 40.00	4 26.67	1 6.67
6. Human nature.	8 80.00	6 60.00	- --	10 66.67	5 33.33	
F. Self-satisfaction in:						
1. Making friends.	6 60.00	3 30.00	2 20.00	10 66.67	6 40.00	1 6.67
2. Fun, enjoyment.	8 80.00	5 50.00	1 10.00	12 80.00	6 40.00	2 13.33
3. Thrill of working with others.	10 100.00	6 60.00	- --	11 73.33	6 40.00	1 6.67

TABLE IXb (continued)

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment 500-749				Enrollment 750-1499			
			Most	Least			Most	Least
	Practice No. Per Cent	Valuable No. Per Cent	Valuable No. Per Cent	Valuable No. Per Cent	Practice No. Per Cent	Valuable No. Per Cent	Valuable No. Per Cent	Valuable No. Per Cent
4. Thrill of accomplishment.	9 90.00	5 50.00	- --		13 86.67	7 46.67	1 6.67	
5. Thrill of doing their work well.	9 90.00	7 70.00	1 10.00		11 73.33	5 33.33	1 6.67	
G. Critical attitude of:								
1. Movies.	6 60.00	3 30.00	1 10.00		11 73.33	5 33.33	1 6.67	
2. Plays.	8 80.00	3 30.00	- --		11 73.33	2 13.33	2 13.33	
3. Literature.	3 30.00	1 10.00	1 10.00		3 20.00	- --	2 13.33	
H. Other values:								
1. Wider use of leisure time.	10 100.00	4 40.00	- --		12 80.00	12 80.00		
2. Improvement of bodily movement.	9 90.00	3 30.00	1 10.00		13 86.67	5 33.33	2 13.33	
3. Knowledge of parliamentary law.	2 20.00	1 10.00	2 20.00		2 13.33	- --	5 33.33	
4. Getting parents interested in school.	4 40.00	4 40.00	1 10.00		3 20.00	1 6.67	3 20.00	
5. Getting to know teacher or pupils.	3 30.00	3 30.00	1 10.00		4 26.67	2 13.33		
6. Developing school spirit.	4 40.00	3 30.00	- --		5 33.33	2 13.33	1 6.67	
7. Raising funds for school.	3 30.00	- --	5 50.00		8 53.33	- --	7 46.67	
8. Understanding life.	5 50.00	3 30.00	- --		7 46.67	5 20.00	1 6.67	

TABLE IXc

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment over 1500					
	Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Cooperation:						
1. Desire to help others.	10	83.33	3	25.00	1	8.33
2. Desire to do better work.	10	83.33	5	41.67	1	8.33
3. Sense of loyalty.	10	83.33	4	33.33	1	8.33
4. Sympathy for others.	8	66.67	3	25.00	1	8.33
5. Subordination of their int. to that of the group.	10	83.33	4	33.33		
B. Appreciation of:						
1. Movies.	7	58.33	3	25.00	1	8.33
2. Drama.	12	100.00	7	58.33		
3. Light.	7	58.33	2	16.67	2	16.67
4. Color.	8	66.67	2	16.67	3	25.00
5. Harmony in design.	7	58.33	4	33.33	2	16.67
C. Character traits:						
1. Self-reliance.	12	100.00	6	50.00		
2. Self-confidence.	11	91.67	7	58.33	1	8.33
3. Leadership.	10	83.33	5	41.67	1	8.33
4. Sportsmanship.	10	83.33	5	41.67	2	16.67
5. Citizenship.	7	58.33	5	41.67	1	8.33
6. Responsibility.	11	91.67	8	66.67		
7. Initiative.	12	100.00	8	66.67	1	8.33
8. Tolerance.	9	75.00	3	25.00	2	16.67
9. Courtesy.	10	83.33	4	33.33	2	16.67
10. Kindness.	8	66.67	3	25.00	3	25.00

TABLE IXc (continued)

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment over 1500					
	Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
D. Speech improvement in:						
1. Pronunciation.	12	100.00	6	50.00		
2. Enunciation.	12	100.00	7	58.33		
3. Diction.	11	91.67	8	66.67		
4. Speech tones.	10	83.33	5	41.67	1	8.33
5. Ease in conversation.	6	50.00	4	33.33	1	8.33
6. Speech consciousness.	9	75.00	4	33.33		
7. Enriched vocabulary.	7	58.33	4	33.33	1	8.33
8. Desire for self-study.	8	66.67	4	33.33		
9. Organization of materials.	5	41.67	1	8.33	3	25.00
10. Correction of defects: stammering, stuttering.	5	41.67	2	16.67	2	16.67
E. Knowledge of:						
1. History of the drama.	7	58.33	2	16.67	3	25.00
2. Technique of the drama.	11	91.67	3	25.00	4	33.33
3. Criticism of the drama.	9	75.00	5	41.67	1	8.33
4. Art of play production.	11	91.67	5	41.67	2	16.67
5. Life's problems.	10	83.33	3	25.00	3	25.00
6. Human nature.	12	100.00	3	25.00	3	25.00
F. Self-satisfaction in:						
1. Making friends.	10	83.33	4	33.33	1	8.33
2. Fun, enjoyment.	10	83.33	4	33.33	2	16.67
3. Thrill of working with others.	9	75.00	3	25.00	1	8.33

TABLE IXc (continued)

TEACHER OBJECTIVES AND SCHOOL ENROLLMENTS

Objectives	Enrollment over 1500					
	Practice		Most Valuable		Least Valuable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
4. Thrill of accomplishment.	10	83.33	4	33.33	2	16.67
5. Thrill of doing their work well.	10	83.33	4	33.33		
G. Critical attitude of:						
1. Movies.	6	50.00	3	25.00		
2. Plays.	9	75.00	3	25.00		
3. Literature.	4	33.33	-	--	1	8.33
H. Other values:						
1. Wider use of leisure time.	10	83.33	4	33.33		
2. Improvement of bodily movement.	11	91.67	3	25.00	1	8.33
3. Knowledge of parliamentary law.	5	41.67	-	--	3	25.00
4. Getting parents interested in school.	4	33.33	2	16.67	1	8.33
5. Getting to know teacher or pupils.	10	83.33	3	25.00		
6. Developing school spirit.	8	66.67	-	--	3	25.00
7. Raising funds for school.	6	50.00	-	--	1	8.33
8. Understanding life.	8	66.67	3	25.00	1	8.33

PUPIL OUTCOMES

Does participation in Dramatic Clubs function in the life of the high school pupil? Do freshmen, sophomores, juniors, and seniors alike receive the same values? What do the pupils consider most and least valuable for them? What do the pupils want more help in?

In answer to these questions two hundred six replies to a check list of values were received from freshmen, sophomores, juniors, and seniors in four city high schools and three township high schools. Pupils gave four answers to each item--value received, what they considered most valuable, least valuable, and those in which they wanted further help. Tables Xa and Xb, pages 53 and 54, show the responses of the pupils in the different classes.

From the data in Tables Xa and Xb these facts are shown:

1. All four classes agree upon four common values received from participating in Dramatic Clubs.
2. Juniors and seniors agree on four others in addition to the above, and freshmen and sophomores agree on three more.
3. There is considerable agreement on the most and least valuable outcomes. The sophomores and juniors agree with each other more than with the freshmen or seniors.
4. The four classes agree upon needing further help in improved pronunciation, enunciation, and speech tones,

TABLE Xa

PUPIL OUTCOMES IN THE DIFFERENT CLASSES

Pupil Outcomes	Freshmen						Sophomores					
	Value	Most	Least	Help	Value	Most	Least	Help	Value	Most	Least	Help
	Received No. %	Valuable No. %	Valuable No. %	Desired No. %	Received No. %	Valuable No. %	Valuable No. %	Desired No. %	Received No. %	Valuable No. %	Valuable No. %	Desired No. %
A. Develops cooperation:												
1. Desire to help others.	25 55.56	16 35.56	1 2.22	4 8.89	18 48.65	14 37.84	3 8.11	- --				
2. Desire to do better work.	37 82.22	23 51.11	4 8.89	- --	25 67.57	16 43.24	2 5.41	4 10.81				
3. Sense of loyalty.	19 42.22	10 22.22	4 8.89	1 2.22	14 37.84	11 29.73	2 5.41	1 2.70				
4. Sympathy for others.	12 26.67	6 13.33	1 2.22	1 2.22	7 18.92	9 24.32	2 5.41	- --				
5. Subordination of their int. to those of the group.	22 48.89	6 13.33	5 11.11	- --	13 35.14	10 27.03	6 16.22	3 8.11				
B. Appreciation of:												
1. Drama.	39 86.67	27 60.00	2 4.44	7 15.56	36 97.30	22 59.46	4 10.81	5 13.51				
2. Movies.	31 68.89	14 37.78	5 11.11	- --	16 43.24	6 16.22	6 16.22	1 2.70				
3. Light.	9 20.00	6 13.33	- --	- --	9 24.32	4 10.81	6 16.22	4 10.81				
4. Color.	10 22.22	6 13.33	2 4.44	- --	10 27.03	4 10.81	9 24.32	1 2.70				
5. Harmony in design.	17 37.78	8 17.78	5 11.11	- --	11 29.73	6 16.22	6 16.22	2 5.41				
C. Character traits:												
1. Self-reliance.	27 60.00	12 26.67	4 8.89	3 6.67	14 37.84	12 32.43	1 2.70	2 5.41				
2. Self-confidence.	28 62.22	14 37.78	2 4.44	8 17.78	28 75.68	22 59.46	- --	9 24.32				
3. Leadership.	14 31.11	12 26.67	3 6.67	3 6.67	14 37.84	10 27.03	2 5.41	4 10.81				
4. Sportsmanship.	28 62.22	14 37.78	2 4.44	- --	19 51.35	18 48.65	5 13.51	3 8.11				
5. Citizenship.	20 44.44	14 31.11	1 2.22	3 6.67	9 24.32	9 24.32	1 2.70	3 8.11				
6. Responsibility.	28 62.22	17 37.78	1 2.22	- --	19 51.35	14 37.84	4 10.81	2 5.41				
7. Initiative.	13 28.89	3 6.67	2 4.44	2 4.44	14 37.84	16 43.24	3 8.11	5 13.51				
8. Tolerance.	10 22.22	5 11.11	4 8.89	1 2.22	7 18.92	6 16.22	4 10.81	2 5.41				
9. Courtesy.	40 88.89	15 33.33	- --	2 4.44	19 51.35	13 35.14	3 8.11	1 2.70				
10. Kindness.	26 57.78	11 24.44	2 4.44	1 2.22	12 32.43	11 29.73	2 5.41	- --				
D. Speech improvement in:												
1. Pronunciation.	29 64.44	18 40.00	2 4.44	7 15.56	26 70.27	19 51.35	1 2.70	8 21.62				
2. Enunciation.	19 42.22	10 22.22	3 6.67	1 2.22	19 51.35	12 32.43	3 8.11	9 24.32				
3. Diction.	18 40.00	13 28.89	2 4.44	4 8.89	11 29.73	10 27.03	2 5.41	7 18.92				
4. Speech tones.	24 53.33	19 42.22	1 2.22	5 11.11	16 43.24	9 24.32	4 10.81	9 24.32				
5. Ease in conversation.	23 51.11	17 37.78	2 4.44	8 17.78	20 54.05	19 51.35	2 5.41	6 16.22				
6. Speech awareness.	8 17.78	14 31.11	3 6.67	3 6.67	10 27.03	6 16.22	6 16.22	4 10.81				
7. Enriched vocabulary.	10 22.22	5 11.11	1 2.22	8 17.78	12 32.43	10 27.03	5 13.51	5 13.51				
8. Desire for self study.	12 26.67	10 22.22	1 2.22	- --	8 21.62	5 13.51	7 18.92	- --				
9. Organization of materials.	8 17.78	4 8.89	2 4.44	- --	5 13.51	6 16.22	5 13.51	1 2.70				
10. Correction of speech defects: stammering, stuttering, etc.	13 28.89	9 20.00	6 13.33	3 6.67	13 35.14	8 21.62	9 24.32	3 8.11				
E. Knowledge of:												
1. History of the drama.	18 40.00	8 17.78	8 17.78	3 6.67	12 32.43	7 18.92	3 8.11	4 10.81				
2. Technique of the drama.	22 48.89	11 24.44	2 4.44	3 6.67	21 56.76	12 32.43	3 8.11	11 29.73				
3. Criticism of the drama.	26 57.78	11 24.44	4 8.89	1 2.22	15 40.54	9 24.32	2 5.41	5 13.51				
4. Art of play production.	27 60.00	14 31.11	4 8.89	5 11.11	20 54.05	12 32.43	5 13.51	7 18.92				
5. Life's problems.	16 35.56	8 17.78	5 11.11	2 4.44	7 18.92	4 10.81	4 10.81	4 10.81				
6. Human nature.	18 40.00	11 24.44	1 2.22	2 4.44	13 35.14	6 16.22	7 18.92	2 5.41				
F. Self-satisfaction in:												
1. Making friends.	32 71.11	15 33.33	4 8.89	4 8.89	11 29.73	14 37.84	1 2.70	2 5.41				
2. Fun, enjoyment.	29 64.44	15 33.33	2 4.44	2 4.44	23 62.16	9 24.32	3 8.11	- --				
3. Thrill of working with others.	28 62.22	16 35.56	4 8.89	1 2.22	16 43.24	3 8.11	8 21.62	1 2.70				
4. Thrill of accomplishment.	26 57.78	17 37.78	3 6.67	1 2.22	27 72.97	10 27.03	9 24.32	1 2.70				
5. Thrill of doing your work well.	24 53.33	11 24.44	1 2.22	2 4.44	16 43.24	13 35.14	5 13.51	1 2.70				
G. Critical attitude of:												
1. Movies.	22 48.89	10 22.22	2 4.44	1 2.22	18 48.65	2 5.41	6 16.22	- --				
2. Plays.	31 68.89	11 24.44	- --	2 4.44	28 75.68	5 13.51	2 5.41	1 2.70				
3. Literature.	8 17.78	2 4.44	3 6.67	2 4.44	7 18.92	6 16.22	- --	2 5.41				
H. Other values:												
1. Wider use of leisure time.	23 51.11	10 22.22	4 8.89	1 2.22	12 32.43	6 16.22	8 21.62	3 8.11				
2. Improvement of bodily move- ment.	19 42.22	14 31.11	4 8.89	5 11.11	19 51.35	10 27.03	4 10.81	3 8.11				
3. Knowledge of parliamentary law.	8 17.78	3 6.67	7 15.56	- --	- --	2 5.41	6 16.22	3 8.11				
4. Getting parents interested in school.	7 15.56	4 8.89	5 11.11	- --	5 13.51	2 5.41	7 18.92	4 10.81				
5. Conquering stage fright.	37 82.22	19 42.22	2 4.44	15 33.33	32 86.48	16 43.24	3 8.11	11 29.73				
6. Getting to know teacher.	10 22.22	3 6.67	6 13.33	4 8.89	6 16.22	2 5.41	7 18.92	1 2.70				
7. Developing school spirit.	28 62.22	13 28.89	1 2.22	- --	13 35.14	9 24.32	2 5.41	4 10.81				
8. Raising funds for school.	12 26.67	6 13.33	2 4.44	2 4.44	6 16.22	3 8.11	3 8.11	3 --				
9. Understanding life about you.	13 28.89	2 4.44	- --	- --	6 16.22	7 18.92	2 5.41	5 13.51				

TABLE Xb

PUPIL OUTCOMES IN THE DIFFERENT CLASSES

Pupil Outcomes	Juniors								Seniors							
	Value Received		Most Valuable		Least Valuable		Help Desired		Value Received		Most Valuable		Least Valuable		Help Desired	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A. Develops cooperation:																
1. Desire to help others.	40	57.97	21	30.43	2	2.90	4	5.80	24	43.64	9	16.36	5	9.09	1	1.82
2. Desire to do better work.	46	66.67	42	60.87	4	5.80	6	8.70	32	58.18	19	34.55	4	7.27	2	3.64
3. Sense of loyalty.	39	56.52	17	24.64	6	8.70	4	5.80	32	58.18	15	27.27	4	7.27		
4. Sympathy for others.	29	42.03	14	20.29	8	11.59	2	2.90	18	32.73	5	9.09	5	9.09		
5. Subordination of your int. to those of the group.	35	50.72	18	26.09	8	11.59	1	1.45	34	61.82	17	30.91	8	14.55		
Appreciation of:																
1. Drama.	56	81.16	37	53.62	5	7.25	5	7.25	49	89.09	32	58.18	5	9.09	2	3.64
2. Movies.	46	66.67	22	31.88	7	10.14	-	--	38	69.09	17	30.91	9	16.36		
3. Light.	25	36.23	9	13.04	9	13.04	5	7.25	25	45.45	11	20.00	5	9.09	6	10.91
4. Color.	33	47.83	7	10.14	11	15.94	5	7.25	22	40.00	9	16.36	4	7.27	4	7.27
5. Harmony in design.	32	46.38	13	18.84	8	11.59	6	8.70	18	32.73	10	18.18	4	7.27	4	7.27
C. Character traits:																
1. Self-reliance.	38	55.07	24	34.78	2	2.90	2	2.90	23	41.82	20	36.36	1	1.82	2	3.64
2. Self-confidence.	35	50.72	34	49.28	2	2.90	6	8.70	40	72.73	32	58.18	5	9.09	3	5.46
3. Leadership.	27	36.13	17	24.64	4	5.80	1	1.45	20	36.36	14	25.45	2	3.64	2	3.64
4. Sportsmanship.	44	63.77	28	40.58	4	5.80	1	1.45	23	41.82	14	25.45	4	7.27		
5. Citizenship.	16	23.19	12	17.39	1	1.45	1	1.45	10	18.18	7	12.73	3	5.46		
6. Responsibility.	40	57.97	26	37.68	3	4.35	3	4.35	37	67.27	25	45.45	1	1.82		
7. Initiative.	24	34.78	14	20.29	4	5.80	6	8.70	23	41.82	11	20.00	2	3.64		
8. Tolerance.	24	34.78	12	17.39	2	2.90	3	4.35	12	21.82	6	10.91	3	5.46	2	3.64
9. Courtesy.	44	63.77	28	40.58	2	2.90	2	2.90	31	56.36	19	34.55	1	1.82	1	1.82
10. Kindness.	33	47.83	17	24.64	1	1.45	-	--	19	34.55	10	18.18	2	3.64		
D. Speech improvement in:																
1. Pronunciation.	59	85.51	30	43.48	3	4.35	6	8.70	32	58.18	21	38.18	1	1.82	9	16.36
2. Enunciation.	50	72.46	30	43.48	1	1.45	7	10.14	28	50.91	22	40.00	2	3.64	9	16.36
3. Diction.	35	50.72	21	30.43	3	4.35	7	10.14	22	40.00	18	32.73	1	1.82	7	12.73
4. Speech tones.	44	63.77	20	28.89	5	7.25	7	10.14	36	65.45	17	30.91	5	9.09	9	16.36
5. Ease in conversation.	46	66.67	32	46.38	3	4.35	9	13.04	38	69.09	24	43.64	4	7.27	16	29.09
6. Speech awareness.	19	27.54	10	14.49	4	5.80	5	7.25	22	40.00	15	27.27	3	5.46	3	5.46
7. Enriched vocabulary.	25	36.23	10	14.49	3	4.35	8	11.59	16	29.09	13	23.64	2	3.64	10	18.18
8. Desire for self-study.	26	37.68	10	14.49	4	5.80	3	4.35	15	27.27	8	14.55	3	5.46	5	9.09
9. Organization of materials.	15	21.74	7	10.14	3	4.35	2	2.90	10	18.18	5	9.09	6	10.91	3	5.46
10. Correction of speech defects: stammering, stuttering, etc.	28	40.58	11	15.94	3	4.35	5	7.25	20	36.36	7	12.73	8	14.55	3	5.46
E. Knowledge of:																
1. History of the drama.	14	20.29	3	4.35	9	13.04	8	11.59	18	32.73	4	7.27	12	21.82	4	7.27
2. Technique of the drama.	44	63.77	23	33.33	10	14.49	11	15.94	29	52.73	15	27.27	4	7.27	10	18.18
3. Criticism of the drama.	33	47.83	10	14.49	10	14.49	5	7.25	29	52.73	13	23.64	5	9.09	4	7.27
4. Art of play production.	41	59.42	17	24.64	10	14.49	10	14.49	34	61.82	19	34.55	7	12.73	5	9.09
5. Life's problems.	11	15.94	7	10.14	3	4.35	5	7.25	12	21.82	4	7.27	8	14.55	1	1.82
6. Human nature.	31	44.93	13	18.84	9	13.04	7	10.14	22	40.00	10	18.18	4	7.27	1	1.82
F. Self-satisfaction in:																
1. Making friends.	51	73.91	34	49.28	3	4.35	2	2.90	35	63.64	22	40.00	2	3.64	3	5.46
2. Fun, enjoyment.	51	73.91	14	24.64	12	17.39	-	--	39	70.91	23	41.82	3	5.46		
3. Thrill of working with others.	41	59.42	15	21.74	10	14.49	1	1.45	29	52.73	15	27.27	6	10.91	1	1.82
4. Thrill of accomplishment.	42	60.87	23	33.33	6	8.70	3	4.35	30	54.55	18	32.73	6	10.91		
5. Thrill of doing your work well.	40	57.97	20	28.89	3	4.35	-	--	26	47.27	14	25.45	5	9.09		
G. Critical attitude of:																
1. Movies.	49	71.01	18	26.09	7	10.14	-	--	38	69.09	17	30.91	7	12.73		
2. Plays.	49	71.01	16	23.19	4	5.80	1	1.45	38	69.09	15	27.27	5	9.09		
3. Literature.	15	21.74	4	5.80	1	1.45	3	4.35	20	36.36	11	20.00	4	7.27		
H. Other values:																
1. Wider use of leisure time.	34	49.28	14	20.29	2	2.90	2	2.90	30	54.55	12	21.82	6	10.91		
2. Improvement of bodily movement.	40	57.97	21	30.43	4	5.80	8	11.59	21	38.18	15	27.27	4	7.27	6	10.91
3. Knowledge of parliamentary law.	12	17.39	4	5.80	11	15.94	4	5.80	8	14.55	4	7.27	5	9.09	1	1.82
4. Getting parents interested in school.	24	34.78	8	11.59	4	5.80	3	4.35	8	14.55	5	9.09	3	5.46		
5. Conquering stage fright.	53	76.81	34	49.28	4	5.80	6	8.70	47	85.45	23	41.82	6	10.91	3	5.46
6. Getting to know teacher.	36	52.17	15	21.74	11	15.94	3	4.35	20	36.36	10	18.18	3	5.46		
7. Developing school spirit.	39	56.52	18	26.09	1	1.45	2	2.90	23	41.82	9	16.36	4	7.27		
8. Raising funds for school.	32	46.38	8	11.59	5	7.25	2	2.90	23	41.82	5	9.09	6	10.91	1	1.82
9. Understanding life about you.	19	27.54	10	14.49	3	4.35	2	2.90	9	16.36	5	9.09	2	3.64		

ease in conversation, self-confidence, enriched vocabulary, knowledge of art of play production, and improvement of bodily movement.

5. Pupils in Dramatic Clubs receive the same outcomes whether they be freshmen, sophomores, juniors, or seniors.

Table XI, pages 55 and 56 shows the total responses made by the pupils.

From Table XI the data show:

1. The outcomes received most often by pupils in rank order are appreciation of drama, conquering stage fright, fun, pronunciation, critical attitude of plays, desire to do better work, self-confidence, appreciation of movies, making friends, and ease in conversation.

2. The outcomes considered most valuable are the same as above.

3. The outcomes considered least valuable are knowledge of history of the drama, the thrill of working with others, getting to know the teacher, appreciation of color, subordination to group interests, correction of speech defects, art of play production, and thrill of accomplishment.

4. The pupils would like more help in appreciation of harmony in design, ease in conversation, knowledge of technique of drama and art of play production, speech tones, pronunciation, enunciation, diction, self-confidence, enriched vocabulary, and conquering stage fright.

TABLE XI

TOTAL RESPONSES ON PUPIL OUTCOMES

Pupil Outcomes	Outcome Received		Most Valuable		Least Valuable		Helpful Desired	
	No.	%	No.	%	No.	%	No.	%
A. Develops cooperation:								
1. Desire to help others.	107	51.94	50	24.27	11	5.09	9	4.37
2. Desire to do better work.	139	67.48	100	48.54	14	6.80	8	3.88
3. Sense of loyalty.	106	51.46	53	20.70	16	7.77	6	2.91
4. Sympathy for others.	66	32.04	34	16.50	16	7.77	3	1.46
5. Sub. of your int. to those of the group.	104	50.49	51	24.76	27	13.04	4	1.94
B. Appreciation of:								
1. Drama.	179	86.89	118	57.28	16	7.77	19	9.22
2. Movies.	131	63.59	40	24.27	27	13.04	1	.49
3. Light.	68	33.01	29	14.08	20	9.71	15	7.28
4. Color.	75	36.41	26	12.62	26	12.62	10	4.85
5. Harmony in design.	78	37.86	37	17.96	23	11.17	72	34.96
C. Character traits:								
1. Self-reliance.	102	49.51	56	27.18	8	3.88	9	4.37
2. Self-confidence.	131	63.59	105	50.97	9	4.37	26	12.62
3. Leadership.	73	35.74	53	20.70	11	4.09	10	4.85
4. Sportsmanship.	116	56.31	77	37.38	15	7.28	4	1.94
5. Citizenship.	55	26.70	42	20.39	6	2.91	7	3.40
6. Responsibility.	124	60.19	82	39.81	9	4.39	5	2.43
7. Initiative.	74	35.92	44	21.36	10	4.85	13	6.31
8. Tolerance.	53	20.70	29	14.08	13	6.31	8	3.88
9. Courtesy.	124	60.19	67	32.52	5	2.43	6	2.91
10. Kindness.	90	43.69	49	23.79	6	2.91	1	.49
D. Speech improvement in:								
1. Pronunciation.	146	70.87	88	42.72	7	3.40	30	14.56
2. Enunciation.	126	61.17	74	35.92	9	4.37	26	12.62
3. Diction.	86	41.75	62	30.10	8	3.88	25	12.14
4. Speech tones.	120	58.25	65	31.55	15	7.28	30	14.56
5. Ease in conversation.	127	61.65	90	44.66	11	5.09	40	19.42
6. Speech awareness.	59	28.64	45	21.84	16	7.77	15	7.28
7. Enriched vocabulary.	63	30.58	39	18.93	11	5.09	32	14.53
8. Desire for self- study.	61	29.61	33	16.02	15	7.28	8	3.88
9. Organization of materials.	38	18.45	22	10.68	16	7.77	6	2.91
10. Correction of speech defects.	74	35.92	35	16.99	26	12.62	14	6.80

TABLE XI (continued)

TOTAL RESPONSES ON PUPIL OUTCOMES

Pupil Outcomes	Outcome Received		Most Valuable		Least Valuable		Help Desired	
	No.	%	No.	%	No.	%	No.	%
E. Knowledge of:								
1. History of the drama.	62	30.10	22	10.68	32	15.53	19	9.22
2. Technique--drama.	116	56.31	61	29.61	19	9.22	35	16.99
3. Criticism--drama.	102	49.51	43	20.87	21	10.19	15	7.28
4. Art--play production.	122	59.22	62	30.10	26	12.62	27	13.04
5. Life's problems.	46	22.33	23	11.17	19	9.22	12	5.83
6. Human nature.	74	35.92	40	19.42	21	10.19	12	5.83
F. Self-satisfaction in:								
1. Making friends.	130	63.11	85	41.26	10	4.85	11	5.09
2. Fun, enjoyment.	152	73.79	64	31.07	18	8.74	2	.97
3. Thrill of working with others.	104	50.49	49	23.79	28	13.59	4	1.94
4. Thrill of accomplish- ment.	125	60.68	68	33.01	24	11.65	5	2.43
5. Thrill of doing your work well.	106	61.46	58	28.16	15	7.28	3	1.46
G. Critical attitudes of:								
1. Movies.	127	61.65	47	22.82	22	10.68	1	.49
2. Plays.	146	70.87	47	22.82	11	5.09	4	1.94
3. Literature.	50	24.27	23	11.17	8	3.88	7	3.40
H. Other values:								
1. Wider use of leisure time.	99	48.06	42	20.39	20	9.71	5	2.43
2. Improvement of bodily movement.	90	43.69	64	31.07	16	7.77	22	10.68
3. Knowledge of parlia- mentary law.	28	13.59	13	6.31	29	14.08	8	3.88
4. Getting parents inter- ested in school.	44	21.36	19	9.22	19	9.22	7	3.40
5. Conquering stage fright.	169	82.04	92	44.66	15	7.28	35	16.99
6. Getting to know teacher	72	34.95	21	10.19	27	13.04	8	3.88
7. Developing school spirit.	103	50.00	49	23.79	8	3.88	6	2.91
8. Understanding life about you.	47	22.82	24	11.65	6	2.91	7	3.40
9. Raising funds for school.	73	35.74	22	10.68	15	7.28	5	2.43

COMPARISON OF PUPIL OUTCOMES AND TEACHER OBJECTIVES

Are teacher objectives in Dramatic Clubs in accord with pupil outcomes? Are teachers and pupils working toward the same goals and attaining them?

The data from Tables III and XI show that teachers and pupils agree on seven common objectives and outcomes, consider four of these as most valuable, and agree on three as being least valuable. Teachers and pupils are more in disagreement as to the value of certain objectives and outcomes than with the existence of common objectives.

According to the preceding data, pupils and teachers are working in accord toward the same goals and attaining them.

DRAMATIC CLUB ACTIVITIES

How are teacher objectives and pupil outcomes realized? In what activities do pupils participate in order to gain their goals? In answer to these questions part three of the questionnaire to be filled out by teachers asked for a checking of activities used.

Table XII represents the total response of schools on activities used in Dramatic Clubs. The percentage of schools using each activity is given as well as the number.

TABLE XII

TOTAL RESPONSE OF TEACHERS AS TO DRAMATIC CLUB ACTIVITIES

Activity	Teachers Response	
	No.	Per Cent
A. Reading and discussion of plays:		
1. For appreciation.	54	67.50
2. For enjoyment.	59	73.76
3. For criticism	38	47.50
4. Interpretation of life's problems.	32	40.00
B. Study of:		
1. History of the theater.	38	47.50
2. Dramatic literature.	35	43.75
3. Playwriting.	19	23.75
4. Technique and criticism of the drama.	43	53.75
C. Arts and crafts:		
1. Posters, programs.	35	43.75
2. Costumes.	49	61.25
3. Make-up.	61	76.25
4. Stage design:	44	55.00
a. Scenery.	40	50.00
b. Setting the stage.	48	60.00
5. Technical stagecraft:	34	42.50
a. Lighting.	35	43.75
b. Construction of sets.	22	27.50
6. Making of stage models.	20	25.00
7. Puppets and marionettes.	16	20.00
D. Production of plays:		
1. Informal production:	39	48.75
a. Improvised plays.	29	36.25
b. Pantomimes.	46	57.50
c. Stunts.	40	50.00
d. Shadow plays, tableaux.	15	18.75
2. Formal productions:	45	56.25
a. One-act play.	62	77.50
b. Long, full length play.	46	57.50
3. Production for school.	62	77.50
4. Production for outside organizations: church, clubs.	43	53.75
5. Production for contest.	17	21.25

TABLE XII (continued)

TOTAL RESPONSE OF TEACHERS AS TO DRAMATIC CLUB ACTIVITIES

Activity	Teachers Response	
	No.	Per Cent
E. Speech training:		
1. Physical:	42	52.50
a. Pronunciation and enunciation.	58	72.50
b. Speech tones.	52	65.00
c. Correction of speech defects.	38	47.50
2. Psychological:	28	35.00
a. Unity and coherence.	29	36.25
b. Emphasis.	33	41.25
F. Acting.		
G. Sponsoring school productions:		
1. Fair or carnival.	13	16.25
2. Festival.	8	10.00
3. Class plays.	46	57.50
4. Assembly programs.	60	75.00
H. Outside trips and excursions:		
1. Stage plays.	33	41.25
2. Movies.	32	40.00
3. Museums.	4	5.00
4. Studios and exhibits.	11	13.75
I. Other activities:		
1. Notebooks and scrap books.	23	28.75
2. Outside speakers.	25	31.25
3. Practice in parliamentary law.	22	27.50

The data in Table XII show:

1. No one activity is used by more than 77 per cent of the schools.

2. Those activities used only by 75 per cent or more of the schools are make-up, production of one-act plays, production for school use, speech training in pronunciation and enunciation, and sponsoring assembly programs.

3. In addition to the preceding activities, 50 per cent to 75 per cent of the schools read and discuss plays for enjoyment and appreciation, study technique and criticism of the drama, design scenery and set stages, have informal production of pantomimes and stunts, and formal production of long and one-act plays, have speech training in pronunciation, enunciation, and speech tones, and sponsor class plays and assembly programs.

4. Few of the schools take trips to museums or studios, sponsor school festivals or fairs, and give shadow plays and tableaux.

Are Dramatic Club activities the same in the different types of schools? Table XIII compares the activities in three types of schools.

From the data in Table XIII it is shown that activities are practically the same in all types of schools. City and joint schools, city and township schools tend to agree more in practice than joint and township schools.

TABLE XIII

DRAMATIC CLUB ACTIVITIES IN CITY, TOWNSHIP,
AND JOINT CONSOLIDATED SCHOOLS

Activity	City		Township		Joint	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Reading and discussion of plays:						
1. For appreciation.	42	67.74	7	58.33	5	83.33
2. For enjoyment.	46	74.19	9	75.00	4	66.67
3. For criticism.	32	51.61	3	25.00	3	50.00
4. Interpretation of life's problems.	24	38.71	4	33.33	4	66.67
B. Study of:						
1. History of the theater.	32	51.61	4	33.33	2	33.33
2. Dramatic literature.	29	46.77	4	33.33	2	33.33
3. Playwriting.	15	24.19	2	16.67	3	50.00
4. Technique and criticism of the drama.	34	54.84	6	50.00	3	50.00
C. Arts and crafts:						
1. Posters, programs.	26	41.94	7	58.33	3	50.00
2. Costumes.	38	61.29	8	66.67	3	50.00
3. Make-up.	49	79.03	8	66.67	4	66.67
4. Stage design:	37	59.68	5	41.67	2	33.33
a. Scenery.	33	53.23	5	41.67	2	33.33
b. Setting the stage.	37	59.68	7	58.33	4	66.67
5. Technical stagecraft:	27	43.55	5	41.67	2	33.33
a. Lighting.	26	41.94	6	50.00	3	50.00
b. Construction of sets.	16	25.81	4	33.33	2	33.33
6. Making of stage models.	15	24.19	3	25.00	2	33.33
7. Puppets and marionettes.	13	20.97	1	8.33	2	33.33
D. Production of plays:						
1. Informal production:	31	50.00	5	41.67	3	50.00
a. Improvised plays.	21	33.87	3	25.00	5	83.33
b. Pantomimes.	36	58.06	6	50.00	4	66.67
c. Stunts.	29	46.71	5	41.67	6	100.00
d. Shadow plays, tableaux.	10	16.13	1	8.33	4	66.67
2. Formal productions:	37	59.68	6	50.00	2	33.33
a. One-act play.	48	77.42	9	75.00	5	83.33
b. Long, full length play.	36	58.06	6	50.00	4	66.67
3. Production for school.	51	82.26	6	50.00	5	83.33
4. Production for outside organizations.	35	56.45	6	50.00	2	33.33
5. Production for contest.	12	19.35	4	33.33	1	16.67

TABLE XIII (continued)

DRAMATIC CLUB ACTIVITIES IN CITY, TOWNSHIP,
AND JOINT CONSOLIDATED SCHOOLS

Activity	City		Township		Joint	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
E. Speech training:						
1. Physical:	31	50.00	7	58.33	4	66.67
a. Pronunciation and enunciation	42	67.74	10	83.33	6	100.00
b. Speech tones.	38	61.29	9	75.00	5	83.33
c. Correction of speech defects.	28	45.16	5	41.67	5	83.33
2. Psychological:	19	30.65	6	50.00	3	50.00
a. Unity and coherence.	20	32.26	5	41.67	4	66.67
b. Emphasis.	24	38.71	5	41.67	4	66.67
F. Acting.						
G. Sponsoring school productions:						
1. Fair or carnival.	9	14.52	2	16.67	2	33.33
2. Festival.	5	8.06	1	8.33	2	33.33
3. Class plays.	34	54.84	8	66.67	4	66.67
4. Assembly programs.	46	74.19	8	66.67	6	100.00
H. Outside trips and excursions:						
1. Stage plays.	23	37.10	7	58.33	3	50.00
2. Movies.	20	32.26	9	75.00	3	50.00
3. Museums.	4	6.45	-	--	-	--
4. Studios and exhibits.	7	11.29	2	16.67	2	33.33
I. Other activities.						
1. Notebooks and scrap books.	19	30.65	2	16.67	2	33.33
2. Outside speakers.	20	32.26	3	25.00	2	33.33
3. Practice in parliamentary law.	17	27.142	3	25.00	2	33.33

Are the activities in associated and non-associated schools the same? In answer to this question Table XIV, pages 65 and 66, shows the activities in associated and non-associated high schools.

The data in Table XIV show that associated and non-associated high schools agree to a large extent on the activities of Dramatic Clubs.

Are Dramatic Club activities influenced by the club enrollments? Table XV, pages 67 and 68, shows the activities classified on the basis of the number of members in the club.

From the data in Table XV it is shown: that the activities of Dramatic Clubs are not affected by the club enrollments to any great extent; the larger clubs, however, have more arts and craft work than the others.

TABLE XIV
 DRAMATIC CLUB ACTIVITIES IN
 ASSOCIATED AND NON-ASSOCIATED SCHOOLS

Activity	Associated		Non-Associated	
	No.	Per Cent	No.	Per Cent
A. Reading and discussion of plays:				
1. For appreciation.	39	69.64	15	62.50
2. For enjoyment.	42	75.00	17	70.83
3. For criticism.	30	53.57	8	33.33
4. Interpretation of life's problems.	23	41.07	9	37.50
B. Study of:				
1. History of the theater.	26	46.43	12	50.00
2. Dramatic literature.	27	48.21	8	33.33
3. Playwriting.	14	25.00	5	20.83
4. Technique and criticism of the drama.	31	55.36	12	50.00
C. Arts and crafts:				
1. Posters, programs.	22	39.29	13	54.17
2. Costumes.	35	62.50	14	58.33
3. Make-up.	44	78.57	17	70.83
4. Stage design:	34	60.71	10	41.67
a. Scenery.	29	51.79	11	45.83
b. Setting the stage.	33	58.93	15	62.50
5. Technical stagecraft:	25	44.64	9	37.50
a. Lighting.	25	44.64	10	41.67
b. Construction of sets.	13	23.21	9	37.50
6. Making of stage models.	15	26.79	5	20.83
7. Puppets and marionettes.	12	21.43	4	16.67
D. Production of plays:				
1. Informal production:	28	50.00	11	45.83
a. Improvised plays.	20	35.71	9	37.50
b. Pantomimes.	33	58.93	13	54.17
c. Stunts.	27	48.21	13	54.17
d. Shadow plays, tableaux.	12	21.43	3	12.50
2. Formal productions:	31	55.36	14	58.33
a. One-act play.	42	75.00	20	83.33
b. Long, full length play.	31	55.36	15	62.50
3. Production for school.	46	82.14	16	66.67
4. Production for outside organizations.	32	57.14	11	45.83
5. Production for contest.	12	21.43	5	20.83

TABLE XIV (continued)

DRAMATIC CLUB ACTIVITIES IN
ASSOCIATED AND NON-ASSOCIATED SCHOOLS

Activity	Associated		Non-Associated	
	No.	Per Cent	No.	Per Cent
E. Speech training:				
1. Physical:	30	53.57	12	50.00
a. Pronunciation and enunciation.	39	69.64	19	79.17
b. Speech tones.	36	64.29	16	66.67
c. Correction of speech defects.	26	46.43	12	50.00
2. Psychological:	19	33.93	9	37.50
a. Unity and coherence.	20	35.71	9	37.50
b. Emphasis.	23	41.07	10	41.67
F. Acting.				
G. Sponsoring school productions:				
1. Fair or carnival.	7	12.50	6	25.00
2. Festival.	5	8.93	3	12.50
3. Class plays.	23	57.14	14	58.33
4. Assembly programs.	43	76.79	17	70.83
H. Outside trips and excursions:				
1. Stage plays.	23	41.07	10	41.67
2. Movies.	19	33.93	13	54.17
3. Museums.	4	7.14	-	--
4. Studios and exhibits.	7	12.50	4	16.67
I. Other activities:				
1. Notebooks and scrap books.	19	33.93	4	16.67
2. Outside speakers.	18	32.14	7	29.17
3. Practice in parliamentary law.	16	28.57	6	25.00

TABLE XV
ACTIVITIES AND CLUB ENROLLMENTS

Club Activity	Under 30		30-44		45-90		Over 120	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Read. and dis.--plays.								
1. For appreciation.	12	57.14	25	73.53	13	72.22	4	57.14
2. For enjoyment.	13	61.90	27	79.41	14	77.78	5	71.43
3. For criticism.	9	42.86	18	52.94	10	55.56	1	14.29
4. Interpret life's prob.	8	25.81	14	41.18	7	38.89	3	42.86
B. Study of:								
1. History of the theater.	9	42.86	17	50.00	9	50.00	3	42.86
2. Dramatic literature.	7	33.33	16	47.06	9	50.00	3	42.86
3. Playwrighting.	4	10.05	7	20.59	5	27.78	3	42.86
4. Technique and criticism of the drama.	10	47.62	20	58.82	10	55.56	3	42.86
C. Arts and crafts:								
1. Posters, programs.	10	47.62	12	35.29	8	44.44	5	71.43
2. Costumes.	12	57.14	23	67.65	9	50.00	5	71.43
3. Make-up.	13	61.90	28	82.35	14	77.78	6	85.71
4. Stage design:	9	42.86	20	58.82	11	61.11	4	57.14
a. Scenery.	8	25.81	18	52.94	10	55.56	4	57.14
b. Setting the stage.	12	57.14	19	55.88	11	61.11	6	85.71
5. Technical stagecraft:	6	28.57	14	41.18	10	55.56	4	57.14
a. Lighting.	8	25.81	12	35.29	9	50.00	6	85.71
b. Construction of sets.	6	28.57	6	17.65	7	38.89	3	42.86
6. Making of stage models.	3	14.29	7	20.59	5	27.78	5	71.43
7. Puppets and marionettes	3	14.29	6	17.65	4	22.22	3	42.86
D. Production of plays:								
1. Informal production:	9	42.86	15	44.12	10	55.56	5	71.43
a. Improvised plays.	5	23.81	9	26.47	11	61.11	4	57.14
b. Pantomimes.	13	61.90	15	44.12	12	66.67	6	85.71
c. Stunts.	12	57.14	13	38.24	11	61.11	4	57.14
d. Shadow plays.	2	9.52	5	14.71	6	33.33	2	28.57
2. Formal productions:	12	57.14	19	55.88	10	55.56	4	57.14
a. One-act play.	19	90.48	24	70.59	14	77.78	6	85.71
b. Long, full length play.	14	66.67	18	52.94	11	61.11	3	42.86
3. Production for school.	17	80.95	25	73.53	15	83.33	5	71.43
4. Production for outside organizations.	10	47.62	16	47.06	11	61.11	5	71.43
5. Production for contest.	5	23.81	4	11.76	7	38.89	1	14.29

TABLE XV (continued)
ACTIVITIES AND CLUB ENROLLMENTS

Club Activity	Under 30		30-44		45-90		Over 120	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
E. Speech training:								
1. Physical:	11	52.38	18	52.94	8	44.44	5	71.43
a. Pronunciation and enunciation.	17	80.96	23	67.65	14	77.78	4	57.14
b. Speech tones.	17	80.95	18	52.94	13	72.22	4	57.14
c. Correction of speech defects.	11	52.38	12	35.29	11	61.11	4	57.14
2. Psychological:	8	25.81	10	29.41	7	38.89	3	42.86
a. Unity and coherence.	9	42.86	9	26.47	8	44.44	3	42.86
b. Emphasis.	10	47.62	10	29.41	10	55.56	3	42.86
F. Acting.								
G. Sponsoring school productions.								
1. Fair or carnival.	4	19.05	4	11.76	3	16.67		
2. Festival.	3	14.29	1	2.94	3	16.67		
3. Class plays.	12	57.14	16	47.06	13	72.22		
4. Assembly programs.	19	90.48	25	73.53	13	72.22		
H. Outside trips and excursions:								
1. Stage plays.	8	25.81	13	38.24	7	38.89		
2. Movies.	11	52.38	12	35.29	5	27.78		
3. Museums.	-	--	-	--	3	16.67		
4. Studios and exhibits.	3	14.29	-	--	5	27.78		
I. Other activities:								
1. Notebooks and scrap books.	4	19.05	8	23.53	5	27.78		
2. Outside speakers.	9	42.86	8	23.53	5	27.78		
3. Practice in parliamentary law.	4	19.05	10	29.41	5	27.78		

Are the activities affected by the school enrollments? Table XVI, pages 70 and 71, compares the activities on the basis of school enrollments.

In Table XVI, it is shown that the clubs in schools with enrollments from 500 to 749 do more work in the reading and discussion of plays and the study of the history of the theatre, dramatic literature, technique and criticism of drama than do schools with other enrollments. With this exception the enrollment of the school does not affect the activities of Dramatic Clubs.

TABLE XVI
ACTIVITIES AND SCHOOL ENROLLMENTS

	Under 300		300-499		500-749		750-1499		Over 1500	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. Reading and discussion of plays.										
1. For appreciation.	13	56.52	14	70.00	9	90.00	10	66.67	8	66.67
2. For enjoyment.	15	65.22	14	70.00	9	90.00	12	80.00	9	75.00
3. For criticism.	8	34.78	6	30.00	9	90.00	8	58.33	7	58.33
4. For interpretation of life's problems.	8	34.78	6	30.00	7	70.00	5	33.33	6	50.00
B. Study of:										
1. History of the theater.	9	39.13	8	40.00	7	70.00	6	40.00	8	66.67
2. Dramatic literature.	6	26.09	8	40.00	8	80.00	7	46.67	6	50.00
3. Playwriting.	6	26.09	2	10.00	3	30.00	4	26.67	4	33.33
4. Technique and criticism of the drama.	12	52.17	8	40.00	8	80.00	8	53.33	7	58.33
C. Arts and Crafts:										
1. Posters, programs.	13	56.52	6	30.00	5	50.00	4	26.67	7	58.33
2. Costumes.	13	56.52	13	65.00	5	50.00	9	60.00	9	75.00
3. Make-up.	16	69.51	17	85.00	7	70.00	11	73.33	10	83.33
4. Stage design:	10	43.48	12	60.00	5	50.00	8	53.33	9	75.00
a. Scenery.	10	43.48	10	50.00	4	40.00	9	60.00	7	58.33
b. Setting the stage.	15	65.22	10	50.00	4	40.00	12	80.00	7	58.33
5. Technical stagecraft.	8	34.78	7	35.00	6	60.00	5	33.33	8	66.67
a. Lighting.	9	39.13	9	45.00	4	40.00	7	46.67	6	50.00
b. Construction of sets.	7	30.43	6	30.00	2	20.00	3	20.00	4	33.33
6. Making of stage models.	5	21.74	3	15.00	3	30.00	4	26.67	5	41.67
7. Puppets, marionets.	4	17.39	4	20.00	2	20.00	3	20.00	3	25.00

TABLE XVI (continued)

ACTIVITIES AND SCHOOL ENROLLMENTS

Activity	Under 300		300-499		500-749		750-1499		Over 1500	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
D. Production of Plays:										
1. Informal production.	11	47.83	9	45.00	4	40.00	9	60.00	6	50.00
a. Improvised plays.	10	43.48	4	20.00	4	40.00	7	46.67	4	33.33
b. Pantomimes.	15	64.22	8	40.00	5	50.00	11	73.33	7	58.33
c. Stunts.	15	65.22	8	40.00	4	40.00	9	60.00	4	33.33
d. Shadow plays, etc.	4	17.39	5	25.00	1	10.00	3	20.00	2	16.67
2. Formal production.	12	52.17	13	65.00	8	80.00	7	46.67	5	41.67
a. One-act play.	18	78.26	12	60.00	9	90.00	13	86.67	10	83.33
b. Long, full length play.	10	43.48	10	50.00	7	50.00	10	66.67	9	75.00
3. Production for outside organizations.	11	47.83	10	50.00	6	60.00	11	73.33	5	41.67
4. Production for school.	16	69.57	15	75.00	9	90.00	13	86.67	9	75.00
5. Production for contest.	5	21.74	3	15.00	1	10.00	2	13.33	6	50.00
E. Speech training:										
1. Physical:										
a. Pronunciation and enunciation.	13	56.52	9	45.00	5	50.00	7	46.67	6	50.00
b. Speech tones.	19	82.61	13	65.00	8	80.00	9	60.00	9	75.00
c. Correction of speech defects.	16	69.57	12	60.00	7	70.00	8	53.33	9	75.00
2. Psychological:										
a. Unity and coherence.	13	56.52	10	50.00	4	40.00	5	33.33	6	50.00
b. Emphasis.	10	43.48	7	35.00	3	30.00	3	20.00	5	41.67
	9	39.13	8	40.00	5	50.00	3	20.00	4	33.33
	11	47.83	8	40.00	5	50.00	6	40.00	4	33.33
F. Acting.										
G. Sponsoring school productions.										
1. Fair or carnival.	5	21.74	4	20.00	1	10.00	1	6.67	2	16.67
2. Festival.	3	13.04	2	10.00	-	--	1	6.67	2	16.67

TABLE XVI (continued)
ACTIVITIES AND SCHOOL ENROLLMENTS

Activity	Under 300		300-499		500-749		750-1499		Over 1500	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
G. Museums.	14	60.87	12	60.00	6	60.00	7	46.67	7	58.33
4. Studios and exhibits.	20	86.96	14	70.00	7	70.00	10	66.67	9	75.00
H. Outside trips and excursions:										
1. Stage plays.	9	39.13	4	20.00	4	40.00	10	66.67	6	50.00
2. Movies.	12	52.17	3	15.00	3	30.00	9	60.00	5	41.67
3. Museums.	-	--	-	--	-	--	1	6.67	3	25.00
4. Studios and exhibits.	4	17.39	2	10.00	-	--	2	13.33	3	25.00
I. Other activities.										
1. Notebooks and scrap books.	13	13.04	6	30.00	3	30.00	6	40.00	5	41.67
2. Outside speakers.	7	30.43	7	55.00	2	20.00	6	40.00	4	33.33
3. Practice in parliamentary law.	6	26.09	5	25.00	1	10.00	4	26.67	6	50.00

In addition to checking the activities of Dramatic Clubs, sponsors checked the rank order of the major groupings. In Table XVIIIA is shown the totals of their responses as to the ranks of the major activities.

TABLE XVIIIA
RESPONSES AS TO RANKS OF MAJOR ACTIVITIES

Activity	Ranks								
	1	2	3	4	5	6	7	8	9
A. Reading and discussion of plays.	8	6	10	11	9	2	1	-	-
B. Study.	2	1	4	6	13	10	6	1	1
C. Arts and crafts.	-	5	12	8	8	7	6	-	-
D. Production of plays.	26	16	5	5	-	1	-	1	-
E. Speech training.	17	9	7	8	5	3	-	-	-
F. Acting.	6	16	9	7	4	3	2	-	-
G. Sponsoring school productions.	6	7	6	3	3	5	10	2	1
H. Outside trips and excursions.	-	1	1	1	3	7	8	11	6
I. Other activities.	-	1	-	2	3	7	8	15	10

In order to obtain the relative ranks of each of the activities in Table XVIIIA, certain weights or values were assigned to the ranks and the algebraic sum of each activity was obtained. For example, for each school that ranked reading and discussion of plays as first, four points were counted; for each that ranked it seventh, -2 points were counted. The algebraic sums were then found to determine the rank of this activity. The ranks and corresponding weights assigned were:

Rank	Weight
1	4
2	3
3	2
4	1
5	0
6	-1
7	-2
8	-3
9	-4

Table XVIIB shows Table VIIIA after the tabulations were weighted; the algebraic sum, and rank of each activity.

TABLE XVIIB
THE RANKS OF CLUB ACTIVITIES

Activity										Sum	Rank
	1	2	3	4	5	6	7	8	9		
A. Read. and dis. of plays	32	18	20	11	9	-2	-2	-	-	86	4
B. Study.	8	3	8	6	13	-10	-12	-3	-4	8	7
C. Arts and crafts.	-	15	24	8	8	-7	-12	-	-	32	5
D. Production of plays.	104	48	10	5	-	-1	-	-	-	166	1
E. Speech training.	68	27	14	8	5	-3	-	-	-	119	2
F. Acting.	24	48	18	7	4	-3	-4	-	-	94	3
G. Sponsoring school productions.	24	21	12	3	3	-5	-20	-6	-4	28	6
H. Outside trips and excursions.	-	3	2	1	3	-7	-16	-33	-24	-73	8
I. Other activities.	-	3	-	2	3	-16	-45	-40	-	-93	9

The data in Table XVIIB show that the production of plays is the most important activity; speech training and acting rank next; the miscellaneous group of other activities, outside trips and study groups rank lowest. These facts seem logical and natural since Dramatic Clubs are organized specifically for the production of plays and all other activities are incidental to this.

From all of the data given on club activities it has been shown that pupils and teachers engage in a number of worthwhile activities in Dramatic Clubs. The club activities are not affected by the types of school, association of schools, club enrollments, or school enrollments.

KINDS OF PLAYS

The production of plays is generally conceded as the most important activity in a Dramatic Club. In Table XVIIIB, page 74, it is ranked as the most important activity. What kinds of plays are produced in the high school Dramatic Club? What kinds are best and least suitable for high school pupils? Do the factors of type of school, association of schools, club enrollment, or school enrollment affect the kinds of plays produced? In answer to the above questions, the last part of the teacher questionnaire called for a checking of the kinds of plays produced and of those considered best and least suitable for high school production.

Table XVIII shows the totals of the responses.

TABLE XVIII

TOTAL RESPONSES OF SCHOOLS AS TO
KINDS AND SUITABILITY OF PLAYS PRODUCED

Kinds of plays	Kinds Produced		Most Suitable		Least Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	42	52.50	45	56.25	7	8.75
2. Romantic comedy.	43	53.75	47	58.75	3	3.75
3. Farce.	42	52.50	48	60.00	4	5.00
4. Melodramatic.	11	13.75	17	21.25	19	23.75
5. Historical.	18	22.50	27	33.75	11	13.75
6. Tragedy.	8	10.00	12	15.00	38	47.50
7. Allegory.	4	5.00	2	2.50	32	40.00
8. Poetic.	8	10.00	5	6.25	35	43.75
9. Pageant.	17	21.25	25	31.25	15	18.75
10. Morality.	3	3.75	4	5.00	30	37.50
11. Realistic.	12	15.00	24	30.00	17	21.25
12. Idealistic.	12	15.00	17	21.25	20	25.00
13. Fantasy.	15	18.75	16	20.00	24	30.00
14. Play of ideas.	11	13.75	17	21.25	13	16.25
15. Play of character.	20	25.00	32	40.00	7	8.75
16. Play of plot.	23	28.75	38	47.50	3	3.75
17. Play of dialogue.	13	16.25	19	23.75	7	8.75
18. Combination of last four.	26	32.50	33	41.25	4	5.00

The data in Table XVIII show: that serious comedy, romantic comedy, and farce are each produced approximately twice as often as any other kind of plays; they are considered most suitable for high school production; tragedy, poetic, allegory, and morality, are considered least suitable; plays of character, plot, and combination are produced next most often and are thought very suitable; and idealistic plays and fantasy are considered not so suitable for high school pupils.

In Tables XIXa and XIXb, pages 77 and 78, the kinds of plays produced are compared in the different types of schools.

TABLE XIXa

KINDS OF PLAYS COMPARED ON BASIS OF TYPES OF SCHOOLS

Kinds of Plays	City Schools					
	Kinds Produced		Most Suitable		Least Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	34	54.84	36	58.06	5	8.06
2. Romantic comedy.	35	56.45	38	61.29	3	4.84
3. Farce.	30	48.39	37	59.68	4	6.45
4. Melodramatic.	7	11.29	13	20.97	18	29.03
5. Historical.	14	22.58	22	35.48	9	14.52
6. Tragedy.	6	9.68	11	17.74	30	48.39
7. Allegory.	3	4.84	2	3.23	28	45.16
8. Poetic.	7	11.29	5	8.06	27	43.55
9. Pageant.	13	20.97	22	35.48	9	14.52
10. Morality.	3	4.84	4	6.45	23	37.10
11. Realistic.	10	16.13	20	32.26	14	22.58
12. Idealistic.	10	16.13	16	25.81	15	24.19
13. Fantasy.	14	22.58	14	22.58	19	30.65
14. Play of ideas.	9	14.52	15	24.19	9	14.52
15. Play of character.	19	30.65	28	45.16	6	9.68
16. Play of plot.	21	33.87	31	50.00	3	4.84
17. Play of dialogue.	12	19.35	17	27.42	4	6.45
18. Combination of last four.	21	33.87	25	40.32	3	4.84

TABLE XIXb

KINDS OF PLAYS COMPARED ON BASIS OF TYPES OF SCHOOLS

Kinds of Plays	Township Schools						Joint Schools					
	Kinds		Most		Least		Kinds		Most		Least	
	Produced		Suitable		Suitable		Produced		Suitable		Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	5	41.67	6	50.00	2	16.67	3	50.00	3	50.00		
2. Romantic comedy.	3	25.00	7	58.33	-	--	5	83.33	2	33.33		
3. Farce.	5	41.67	8	66.67	-	--	7	116.67	3	50.00		
4. Melodramatic.	2	16.67	3	25.00	-	--	2	33.33	1	16.67	1	16.67
5. Historical.	3	25.00	3	25.00	2	16.67	1	16.67	2	33.33		
6. Tragedy.	2	16.67	1	8.33	6	50.00	-	--	-	--	2	33.33
7. Allegory.	1	8.33	-	--	3	25.00	-	--	-	--	1	16.67
8. Poetic.	-	--	-	--	7	58.33	1	16.67	-	--	1	16.67
9. Pageant.	2	16.67	3	25.00	5	41.67	2	33.33	-	--	1	16.67
10. Morality.	-	--	-	--	5	41.67	-	--	-	--	2	33.33
11. Realistic.	1	8.33	4	33.33	3	25.00	1	16.67	-	--		
12. Idealistic.	-	--	-	--	5	41.67	2	33.33	1	16.67		
13. Fantasy.	-	--	2	16.67	4	33.33	1	16.67	-	--	1	16.67
14. Play of ideas.	-	--	2	16.67	3	25.00	2	33.33	-	--	1	16.67
15. Play of character.	-	--	4	33.33	1	8.33	1	16.67	2	33.33		
16. Play of plot.	-	--	6	50.00	-	--	2	33.33	1	16.67		
17. Play of dialogue.	-	--	2	16.67	2	16.67	1	16.67	-	--	1	16.67
18. Combination of last four.	3	25.00	7	48.33	-	--	2	33.33	1	16.67	1	16.67

The data in Tables XIXa and XIXb show: that farce is produced most often in township and joint consolidated schools and third in city schools, serious comedy and romantic comedy rank next in practice in each type; that these are considered most suitable in city and joint schools but in township schools the last type--combination--ranks second; that tragedy is considered least suitable in each type of school and poetic, morality, and allegory next least. According to the data in Tables XIXa and XIXb, the kinds of plays produced, those considered most and least suitable for high school pupils are not affected by the types of schools. The same kinds are used in city, township, and joint schools alike.

The above data show that the association of schools does not influence the kinds or suitability of plays produced in the high school.

Table XX compares the plays produced in associated and non-associated schools.

The data in Table XX show; that the three kinds of plays produced most often in associated schools are likewise produced most often in non-associated schools; that serious comedy ranks first in frequency of times produced in associated schools and farce has first place in non-associated schools; that the same three kinds of plays are considered most suitable for production in associated and non-associated schools agree upon tragedy, poetic, morality, and allegory as least suitable.

TABLE XX

COMPARISON OF PLAYS PRODUCED IN ASSOCIATED AND NON-ASSOCIATED SCHOOLS

Kinds of Plays	Associated Schools						Non-Associated Schools					
	Kinds Produced		Most Suitable		Least Suitable		Kinds Produced		Most Suitable		Least Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	32	57.14	35	60.71	3	5.36	10	41.67	11	45.83	5	20.83
2. Romantic comedy.	31	55.56	32	57.14	3	5.36	12	50.00	15	62.50		
3. Farce.	29	51.79	32	57.14	3	5.36	13	54.17	16	66.67	1	4.17
4. Melodramatic.	8	14.29	11	19.64	16	28.57	3	12.50	6	25.00	3	12.50
5. Historical.	13	23.21	20	35.71	6	10.71	5	20.83	7	29.17	5	20.83
6. Tragedy.	6	10.71	11	19.64	25	44.64	2	8.33	1	4.17	13	54.17
7. Allegory.	2	3.57	2	3.57	24	42.86	2	8.33	-	--	8	33.33
8. Poetic.	8	14.29	4	7.14	24	42.86	-	--	1	4.17	11	45.83
9. Pageant.	12	21.43	16	28.57	8	14.29	5	20.83	9	37.50	7	29.17
10. Morality.	3	5.36	3	5.36	21	37.50	-	--	1	4.17	9	37.50
11. Realistic.	10	17.86	20	35.71	10	17.86	2	8.33	4	16.67	7	29.17
12. Idealistic.	10	17.86	15	26.79	12	21.43	2	8.33	2	8.33	8	33.33
13. Fantasy.	14	25.00	12	21.43	17	30.36	1	4.17	4	16.67	7	29.17
14. Play of ideas.	8	14.29	14	25.00	7	12.50	3	12.50	3	12.50	6	25.00
15. Play of character.	18	32.14	26	46.43	4	7.14	2	8.33	6	25.00	3	12.50
16. Play of plot.	21	37.50	28	50.00	2	3.57	2	8.33	10	41.67	1	4.17
17. Play of dialogue.	11	19.64	15	26.79	3	5.36	2	8.33	4	16.67	4	16.67
18. Combination of last four.	19	33.93	23	41.07	2	3.57	6	25.00	10	41.67	3	12.50

From the preceding data it is shown that the association of schools does not influence the kinds or suitability of plays produced in the high school.

Tables XXIA and XXIB compare the plays produced on the basis of club enrollments.

The data in Tables XXIA and XXIB show: that clubs with enrollments under thirty and those with from thirty to forty-four members produce the two types of comedy and farce most often, whereas, clubs with from forty-five to ninety members and those with over one hundred thirty produce the last kind which is a combination most often produced and the comedies next; that the above kinds are considered most suitable for high-school pupils; and that all the groups of clubs but those from 45-90 enrollment agree on tragedy as least suitable. The outstanding difference as shown in Tables XXIA and XXIB is that clubs with over 120 enrollment produce a combination of four types most often. In this study on the whole, the data in the Tables XXIA and XXIB show that the kinds and suitability of plays produced are not affected by the club enrollment.

TABLE XXIa

COMPARISONS OF PLAYS PRODUCED ON THE BASIS OF CLUB ENROLLMENTS

Kinds of Plays	Clubs With Less Than 30						Clubs With 30-44					
	Kinds		Most		Least		Kinds		Most		Least	
	Produced		Suitable		Suitable		Produced		Suitable		Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	10	47.62	9	42.86	2	9.52	20	58.82	21	61.76	3	8.82
2. Romantic comedy.	12	57.14	11	52.38	1	4.76	21	61.76	22	64.71	1	2.94
3. Farce.	9	42.86	11	52.38	-	--	22	64.71	20	58.82	3	8.82
4. Melodramatic.	2	9.52	4	10.05	1	4.76	7	20.59	6	17.65	13	38.24
5. Historical.	3	14.29	5	23.81	3	14.29	8	23.53	11	32.35	5	14.71
6. Tragedy.	2	9.52	3	14.29	9	42.86	5	14.71	3	8.82	19	55.88
7. Allegory.	1	4.76	-	--	3	14.29	2	5.88	-	--	19	55.88
8. Poetic.	2	9.52	2	9.52	7	33.33	3	8.82	2	5.88	16	47.06
9. Pageant.	2	9.52	3	14.29	4	19.05	7	20.59	12	35.29	7	20.59
10. Morality.	1	4.76	1	4.76	6	28.57	2	5.88	2	5.88	13	38.24
11. Realistic.	3	14.29	8	38.10	1	4.76	7	20.59	9	26.47	9	26.47
12. Idealistic.	-	--	-	--	4	19.05	8	23.53	10	29.41	9	26.47
13. Fantasy.	2	9.52	3	14.29	4	19.05	6	17.65	8	23.53	12	35.29
14. Play of ideas.	5	23.81	3	14.29	4	19.05	5	14.71	7	20.59	6	17.65
15. Play of character.	6	28.57	6	28.57	2	9.52	10	29.41	13	38.24	4	11.76
16. Play of plot.	6	28.57	8	38.10	-	--	13	38.24	17	50.00	3	8.82
17. Play of dialogue.	6	28.57	3	14.29	2	9.52	5	14.71	10	29.41	3	8.82
18. Combination of last four	5	23.81	8	38.10	1	4.76	10	29.41	11	32.35	2	5.88

TABLE XXIb

COMPARISON OF PLAYS PRODUCED ON THE BASIS OF CLUB ENROLLMENTS

Kinds of Plays	Clubs With 45-90						Clubs With Over 120					
	Kinds Produced		Most Suitable		Least Suitable		Kinds Produced		Most Suitable		Least Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	8	44.44	11	61.11	1	5.56	4	57.14	4	57.14		
2. Romantic comedy.	6	33.33	12	66.67	1	5.56	4	57.14	2	28.57		
3. Farce.	7	38.89	12	66.67	1	5.56	4	57.14	3	42.86		
4. Melodramatic.	-	--	5	27.78	5	27.78	2	28.57	1	14.29	1	14.29
5. Historical.	5	27.78	9	50.00	2	11.11	3	42.86	2	28.57	1	14.29
6. Tragedy.	1	5.56	6	33.33	6	33.33	1	14.29	-	--	4	57.14
7. Allegory.	-	--	2	11.11	8	44.44	-	--	-	--	2	28.57
8. Poetic.	1	5.56	1	5.56	8	44.44	2	28.57	-	--	2	28.57
9. Pageant.	6	33.33	10	55.56	2	11.11	2	28.57	-	--	2	28.57
10. Morality.	-	--	1	5.56	10	55.56	-	--	-	--	1	14.29
11. Realistic.	1	5.56	5	27.78	5	27.78	1	14.29	2	28.57	2	28.57
12. Idealistic.	2	11.11	6	33.33	5	27.78	2	28.57	1	14.29	2	28.57
13. Fantasy.	5	27.78	3	16.67	7	38.89	2	28.57	2	28.57	1	14.29
14. Play of ideas.	-	--	7	38.89	2	11.11	1	14.29	-	--	1	14.29
15. Play of character.	4	22.22	10	55.56	-	--	2	28.57	4	57.14	1	14.29
16. Play of plot.	2	11.11	8	44.44	-	--	2	28.57	4	57.14	-	--
17. Play of dialogue.	1	5.56	4	22.22	2	11.11	1	14.29	2	28.57		
18. Combination of last four.	6	33.33	8	44.44	1	5.56	5	71.43	5	71.43	2	28.57

Do school enrollments affect the plays produced? In Tables XXIIa and XXIIb the kinds of plays are compared on the basis of school enrollment.

The data in Tables XXIIa and XXIIb show that clubs in schools with enrollments under 300, from 300 to 499, and over 1500 produce the two types of comedy and farce most often and consider them most suitable for high school pupils. But the schools with enrollments 500 to 749 and 750-1499 differ. They produce plays of plot and ~~character~~ just as often as the comedies and consider them equally suitable. There is agreement among all the schools as to the least suitable kinds of plays--tragedy, poetic, and allegory. As is evident from the above data the school enrollment does not influence the kinds or suitability of plays produced to any great extent.

From all the data given on kinds and suitability of plays produced in the high school, it is shown; that three types of comedy are produced most often and considered most suitable; that tragedy, poetic, and allegorical plays are least suitable; and that the kinds and suitability of plays are not affected by the type of school, association of school, club enrollment, or school enrollment.

TABLE XXIIa

COMPARISON OF PLAYS PRODUCED ON THE BASIS OF SCHOOL ENROLLMENTS

	Schools under 300						Schools 300-499						Schools 500-749							
	Kinds		Most		Least		Kinds		Most		Least		Kinds		Most		Least			
	Produced	Suitable	Suitable	Suitable	Suitable	Suitable	Prod.	Suit.	Suit.	Suit.	Suit.	Suit.	Prod.	Suit.	Suit.	Suit.	Suit.	Suit.		
No.	%	No.	%	No.	%	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%	
1. Serious comedy.	11	47.83	11	47.83	2	8.70	11	55	10	50	4	20	4	40	2	20	1	10		
2. Romantic comedy.	11	47.83	14	60.87	-	--	12	60	10	50	2	10	3	30	3	30				
3. Farce.	13	56.52	14	60.87	-	--	12	60	13	65	1	5	4	40	6	60				
4. Melodramatic.	3	13.04	4	17.39	4	17.39	3	15	3	15	5	25	3	30	4	40				
5. Historical.	4	17.39	5	21.74	4	17.39	6	30	6	30	2	10	-	--	2	20	2	20		
6. Tragedy.	2	8.70	1	4.35	9	39.13	2	10	3	15	10	50	2	20	2	20	4	40		
7. Allegory.	2	8.70	-	--	7	30.43	-	--	1	5	8	40	-	--	-	--	3	30		
8. Poetic.	-	--	-	--	10	43.48	2	10	2	10	9	45	1	10	-	--	4	40		
9. Pageant.	5	21.74	5	21.74	3	13.04	3	15	7	35	2	10	1	10	3	30	1	10		
10. Morality.	-	--	-	--	8	34.78	1	5	-	--	8	40	-	--	1	10	2	20		
11. Realistic.	2	8.70	3	13.04	4	17.39	2	10	5	25	6	30	3	30	4	40	2	20		
12. Idealistic.	2	8.70	2	8.70	6	26.09	3	15	5	25	4	20	2	20	3	30	1	10		
13. Fantasy.	2	8.70	3	13.04	8	34.78	2	10	3	15	7	35	3	30	3	30	1	10		
14. Play of ideas.	2	8.70	1	4.35	5	21.74	3	15	5	25	2	10	1	10	1	10	2	20		
15. Play of character.	1	4.35	6	26.09	2	8.70	6	30	6	30	3	15	3	30	3	30	2	20		
16. Play of plot.	3	13.04	8	34.78	-	--	7	35	9	45	1	5	4	40	3	30	2	20		
17. Play of dialogue.	2	8.70	2	8.40	4	17.39	5	25	7	35	-	--	2	20	2	20				
18. Combination of last four.	5	21.74	5	21.74	1	4.35	10	50	9	45	1	5	1	10	3	30				

TABLE XXIIb

COMPARISON OF PLAYS PRODUCED ON THE BASIS OF SCHOOL ENROLLMENTS

Kinds of Plays	Schools 750-1499						Schools Over 1500					
	Kinds Produced		Most Suitable		Least Suitable		Kinds Produced		Most Suitable		Least Suitable	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Serious comedy.	12	80.00	13	36.67	-	--	6	50.00	9	75.00		
2. Romantic comedy.	11	73.33	11	73.33	-	--	5	41.67	9	75.00	1	8.33
3. Farce.	7	46.67	7	46.67	2	13.33	6	50.00	8	66.67	1	8.33
4. Melodramatic.	2	13.33	4	26.67	5	33.33	1	8.33	2	16.67	5	41.67
5. Historical.	5	33.33	8	53.33	1	6.67	3	25.00	6	50.00	2	16.67
6. Tragedy.	1	6.67	2	13.33	10	66.67	1	8.33	3	25.00	5	41.67
7. Allegory.	-	--	-	--	8	53.33	2	16.67	1	8.33	6	50.00
8. Poetic.	3	20.00	2	13.33	7	46.67	2	16.67	1	8.33	5	41.67
9. Pageant.	5	33.33	3	20.00	5	33.33	3	25.00	6	50.00	2	16.67
10. Morality.	1	6.67	2	13.33	5	33.33	1	8.33	1	8.33	5	41.67
11. Realistic.	3	20.00	5	33.33	4	26.67	2	16.67	7	58.33	1	8.33
12. Idealistic.	2	13.33	1	6.67	6	40.00	3	25.00	6	50.00	3	25.00
13. Fantasy.	3	20.00	3	20.00	5	33.33	5	41.67	4	33.33	3	25.00
14. Play of ideas.	4	26.67	7	46.67	1	6.67	1	8.33	3	25.00	3	25.00
15. Play of character.	8	53.33	11	73.33	-	--	2	16.67	6	50.00		
16. Play of plot.	7	46.67	11	73.33	-	--	2	16.67	7	58.33		
17. Play of dialogue.	3	20.00	5	33.33	1	6.67	1	8.33	3	25.00	2	16.67
18. Combination of last 4.	6	40.00	7	46.67	2	13.33	4	33.33	6	50.00		

COMMENTS

A number of teachers and principals gave information about present practices in and attitudes toward Dramatic Clubs more in detail than what was asked for in the check list. It was thought advisable to include their comments in this study. They are quoted directly as written:

"We have besides our Dramatic Club (The Proscenium Players) a chapter of National Thespians whose members have won election on merit for work in Proscenium Players. The same points are stressed in both clubs. On the average we put on from seven to ten one act plays and one three act play every year. Our Senior Class produces two three act plays a year but the casts are largely from the Dramatics Club members. We have been organized fifteen years and are very proud of our famous members, many of whom have made records."

"Each year our club has a special program in addition to play production. For example, last year we have taken up a study of the history of the theatre and dramatic literature."

"In our school, speech correction is carried on by a speech specialist. Regular voice and diction work is stressed throughout the grades and high school. Since pupils have speech training in their regular classes, there is no need to stress it in Dramatics Club. Nevertheless, their speech is improved by club work. Stronger voices and improved quality are noticeable."

"History, technique, and criticism of the drama are cared for in regular class work. Hence, no need to repeat these in club."

"Other values for the pupil (in addition to those on the check list) are: to develop an active and intelligent interest in dramatics, to give an opportunity for the expression of one's interpretation."

"Our club is a rather new organization, and is for the sole purpose of producing plays."

"Whether or not a characteristic or attitude is more or less valuable to a pupil depends upon the pupil, the group, and the circumstances. All the items listed in your questionnaire have values--real values perhaps--but not for every Dramatics Club or for every pupil. In our school; for example, parliamentary law, much of the speech improvement items and all of the knowledges are cared for in speech classes; pupils and teachers would be on friendly terms even though there were no clubs; and parents are already interested in school. Some years a group will receive most benefit from the study of the history of the drama, other years they need to free their own bodies through pantomime, etc. To me it is impossible to say whether or not a characteristic as listed is of most or least value to high school pupils--each school is a law unto itself . . . Each activity of the club changes in importance from year to year as the club's personnel changes. For many schools speech training is important; this phase is cared for elsewhere in our school. We have tried most all types of plays; as far as deciding which is best, that depends upon the pupils who are to act and upon the director. The same type of play will not work equally well with all types of individuals; the director must know his student."

"We have produced thirty-five public performances before various civic organizations so far this year."

"Speech defects are handled in speech correction class."

"I do not like combining plays with money making schemes. I do not believe that the drama was ever meant for contests."

"There are two sections of our club--the beginners and advanced. The advanced section is honorary and members are elected on their merit and interest in dramatics. The beginner section is open to all pupils. There are more freshmen in the beginner group than any other class; but the advanced group is composed mostly of seniors. A Theatre Club, the Home Economics Department, and The Art Department are in charge of the arts and crafts of play production (Section III heading C in check list for teachers). Speech training, the study of the history of the theatre, literature, playwrighting, technique and criticism of the drama are all taken care of in dramatics classes."

"In addition to our school productions, we give one long play a year for the Children's Theatre of our city."

"_____ High School sponsors two speech clubs: one known as the Mask and Wig Club which conducts all dramatic activities; the other Speech Arts Club which deals with other speech interests. Thus all phases of speech activities are given expressional opportunities."

"An attempt is made to carry on the dramatic activities in the school in such a manner as to allow the maximum number of students to profit by participation. The objectives sought are: development of speech skills, development of physical poise, insight into character gained through the understanding and re-creation of roles in good plays, development of discrimination and taste in judging professional drama on the stage and screen, providing a profitable and pleasurable use of leisure time. The utilization of plays as a means of making money, or the attempt to satisfy the public taste in entertainment are not considered, where doing so would in any way interfere with the attainment of the above mentioned objectives. The dramatics program is carried out in the form of both curricular and extra-curricular activities. The full year speech course open to senior high school students places a great deal of emphasis upon and devotes much time to the study and practice of dramatics. Dramatizations of various types are also extensively used in all English classes as well as in other departments. A dramatics club composed of junior and senior high school students provide the basis for the extra-curricular work. Participation in county and other play contests is carried on."

"We try to keep as our goal the purpose of the club which is 'To build up the dramatic standards of _____ High School, to assist each member in gaining poise, voice training, to gain the spirit of cooperation and a better knowledge of human nature.' In our club work we do little of the reading and discussion of plays, study of history, technique, and criticism of the drama. However, in our senior dramatics class, offered 2nd semester each year, we do read and discuss all types of plays. Our club is conducted in the form of a class with the exception of one meeting a month, when the president is in charge and a committee approved by him plans the program."

"We do not accomplish a great deal in the lines checked on the list, but we do try, handicapped by an overcrowded curriculum, an overcrowded school day, and conflicting demands."

"Last year the major interest of the Speech Department seems to have been in forensics and debate. Since I came to _____ last fall, we have tried to include all of the different types of speech activity to build up a more varied program. The Speech Club is one of the important organizations of our school. The drama group of the club is one of the most active and they have planned a complete organization with study groups in writing, directing, acting, costuming, designing, lighting, and make-up. The kinds of plays produced depends upon the experience and ability of the group. Plays should not be given for contest or to raise funds for the school."

"The club program is mostly for social purposes, and is used as a means for getting together people who are interested in the drama. We have two dramatic classes for which credit is given."

"The most important objectives of any dramatics club are those listed under A. and C. in the check list--personal traits and the spirit of cooperation."

"Speech improvement and speech training are stressed in speech classes which are directly connected with dramatics."

"Our Dramatics Club meets bi-weekly. Our class in drama meets daily for one semester. Speech training develops with the production of plays."

Some of the comments show an increasing interest in and recognition of dramatics in the high schools. The following examples illustrate this:

"I feel that in the future we will need to pay more attention to this phase of teaching."

"Our club has been organized this last year and is more or less an experiment, but is working out successfully."

"We do not have a dramatics club this year, but are planning one for next year."

The last comment was typical of several schools.

One school stressed the need for a dramatics club program. They commented thus:

"We feel there is a need for a dramatics club school year's program--ours is rather inadequate and it needs resource material."

Several of the schools which have no Dramatics Clubs commented on the work that they do otherwise in dramatics.

Some of these practices are listed.

"We do not have a dramatic club in our school. Plays--two a year--are given under the auspices of the junior and senior classes respectively. Through the English classes, we link the study of the history of the drama with these presentations in such a way that we try to accomplish the various things set out in this questionnaire. In many instances distinctions were too nicely drawn to be applicable to our case."

The more typical responses of schools with no Dramatics Club have been:

"No dramatics club. Our home rooms present plays and do some work in this field."

"No club; dramatics are taught in our public speaking class."

"No organized club; class plays are given."

"We have a one semester's course in dramatics."

A number of schools having no Dramatics Club gave reasons. A few of them are:

"We have no Dramatic Club due to the lack of stage and auditorium facilities. We are hoping for such in the future. . . ."

"At present we have no Dramatics Club. We did have one for two years but the group seemed more interested in the production of something on the stage rather than the earnest study of plays so we allowed the club to die."

"We do not have a club now in our school. It was one of the extracurriculum activities done away with when pupil load was increased a few years ago. Our desire is now to make dramatics a curriculum activity as soon as possible."

"We have had a Dramatics Club, but since the increase in enrollment and school duties, we have not had a club."

CHAPTER III

CONCLUSIONS

SUMMARY

A survey of Dramatic Clubs in Indiana public high schools was made to determine to what extent activities of pupils in Dramatic Clubs function in the life of the high-school pupil.

Questionnaires seeking data on teacher objectives, club activities, and kinds of plays produced were answered by eighty sponsors of Dramatic Clubs throughout the state of Indiana. Two hundred six pupils in four city high schools and three township high schools responded to a questionnaire on pupil outcomes from participating in Dramatic Clubs. The data collected thus were presented in tabular form; comparisons were made; and the effects of various factors such as types of schools, association of schools, club enrollment, and school enrollment were shown.

CONCLUSIONS

1. Dramatic Clubs exist in Indiana high schools to the extent of 42.1 per cent; there are approximately twice as many juniors and seniors in Dramatic Clubs as freshmen and sophomores; girls outnumber the boys two to one.

2. It was found that teacher objectives were in agreement with pupil outcomes. The leading objectives and outcomes were appreciation of the drama, improvement in pronunciation, enunciation, and diction, development of self-reliance, self-confidence, responsibility, and courtesy, subordination of individual interests to those of the group, fun, the thrill of accomplishment, the desire to do better work, ease in conversation, and critical attitude of plays.

3. The club activities used by 75 per cent or more of the clubs were make-up, production of one-act plays, speech training in pronunciation and enunciation, production for school use, and sponsoring assembly programs. In addition to these over 50 per cent of the clubs read and discuss plays for enjoyment and appreciation, study the technique and criticism of drama, design scenery and set stages, give informal production of pantomimes and stunts, produce long plays, and improve speech tones. The rank order of major activities according to importance are production of plays, speech training, acting, reading and discussion of plays, arts and crafts, sponsoring school productions, and study of various aspects relating to drama.

4. The most common kinds of plays produced were serious comedy, romantic comedy, farce, and a combination of play of plot, character, dialogue, and ideas. These kinds were considered most suitable for high school pupils. Tragedy, poetic, allegorical, and morality were considered least suitable.

5. It was found that such factors as types of schools, association of schools, club enrollments, and school enrollments do not affect the teacher objectives, club activities, and kinds of plays produced in high school Dramatic Clubs.

6. The work in the phases of Dramatic Clubs surveyed was fairly well standardized. City and township schools were doing the same thing; large and small schools were the same; large and small clubs likewise were in agreement.

SUGGESTIONS FOR FURTHER RESEARCH

1. A survey of the stage equipment and facilities for Dramatic Clubs.
2. The formation of some means to measure pupil outcomes.
3. A comparison of Dramatic Clubs with other extra-curriculum work in dramatics.
4. An evaluation of Dramatic Club sponsor qualifications.

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APPENDIX

LETTER TO PRINCIPALS

March 11, 1937

V. M. _____

Dear Mr. _____:

To what extent do the activities of pupils in dramatic clubs function in the life of the high school pupil? The answer to the question will affect all school administrators; it may affect the entire curriculum of the secondary school.

One of our graduate students, Leland Brown, is making a survey of the objectives, activities, and outcomes of dramatic clubs in Indiana high schools to learn as fully as possible how such activities may help the pupils. The committee is interested in aiding him in collecting data.

Your cooperation is earnestly requested. If willing to help, please do these things:

1. Have the enclosed check list marked by the sponsor of the club in your school.
2. Return it in the enclosed envelope.
3. If there is no dramatic club in your school, write "no club" on the back of this letter and return it.

It is believed that the findings obtained will be of value to school administrators, sponsors, and members of dramatic clubs. A summary of the findings will be mailed to you if you wish.

Your cooperation and early reply will be greatly appreciated.

Sincerely yours,

Sponsoring committee:

E. E. Ramsey, Head, Ed. Dept.
C. Morgan, Prof. of Eng. Ed.
Lab. School
J. R. Shannon, Prof., Ed.
L. H. Meeks, Head of English
Dept.

Teacher check list

Dear Fellow Teacher,

You have been selected as one of the outstanding teachers interested in dramatics. You and your co-workers with high school pupils in dramatics use such activities as will insure definite outcomes for the pupils. In order to improve existing conditions, please check the following list of items suggesting activities and ways in which they may help the pupil.

I. In the blank at the left of each item, check those items for which you have the members of your dramatic club strive:

A. Cooperation:

- 1. Desire to help others.
- 2. Desire to do better work.
- 3. Sense of loyalty.
- 4. Sympathy for others.
- 5. Subordination of their int. to that of the group.

B. Appreciation of:

- 1. Movies.
- 2. Drama.
- 3. Light.
- 4. Color.
- 5. Harmony in design.

C. Character traits:

- 1. Self-reliance.
- 2. Self-confidence.
- 3. Leadership.
- 4. Sportsmanship.
- 5. Citizenship.
- 6. Responsibility.
- 7. Initiative.
- 8. Tolerance.
- 9. Courtesy.
- 10. Kindness.

D. Speech improvement in:

- 1. Pronunciation.
- 2. Enunciation.
- 3. Diction.
- 4. Speech tones.
- 5. Ease in conversation.
- 6. Speech consciousness.
- 7. Enriched vocabulary.
- 8. Desire for self-study.
- 9. Organization of materials.
- 10. Correction of defects: stammering, stuttering, etc.

E. Knowledge of:

- 1. History of the drama.
- 2. Technique of the drama.
- 3. Criticism of the drama.
- 4. Art of play production.
- 5. Life's problems.
- 6. Human nature.

F. Self-satisfaction in:

- 1. Making friends.
- 2. Fun, enjoyment.
- 3. Thrill of working with others.
- 4. Thrill of accomplishment.
- 5. Thrill of doing their work well.

G. Critical attitude of:

1. Movies. 2. Plays. 3. Literature.

H. Other values:

- | | |
|--|---|
| <u> </u> 1. Wider use of leisure time. | <u> </u> 6. Developing school spirit. |
| <u> </u> 2. Improvement of bodily movement. | <u> </u> 7. Raising funds for school. |
| <u> </u> 3. Knowledge of parliamentary law. | <u> </u> 8. Understanding life about them. |
| <u> </u> 4. Getting Parents interested in school. | |
| <u> </u> 5. Getting to know teacher or pupils. | |

II. Checking back through the list, place the letter Y before the items you consider most valuable for high school pupils and the letter N before the least valuable.

III. Check the activities in which the members of your club participate. Rank the major headings (A, B, C, etc.) in the order of their importance, placing the ranking number in the blank at the left:

- | | |
|---|--|
| <u> </u> A. Reading and discussion of plays: | <u> </u> B. Study of: |
| <u> </u> 1. For appreciation. | <u> </u> 1. History of the theater. |
| <u> </u> 2. For enjoyment. | <u> </u> 2. Dramatic literature. |
| <u> </u> 3. For criticism. | <u> </u> 3. Playwriting. |
| <u> </u> 4. Interpretation of life's problems. | <u> </u> 4. Technique and criticism of the drama. |
| <u> </u> C. Arts and crafts: | <u> </u> D. Production of plays: |
| <u> </u> 1. Posters, programs. | <u> </u> 1. Informal production: |
| <u> </u> 2. Costumes. | <u> </u> a. Improvised plays. |
| <u> </u> 3. Make-up. | <u> </u> b. Pantomimes. |
| <u> </u> 4. Stage design: | <u> </u> c. Stunts. |
| <u> </u> a. Scenery. | <u> </u> d. Shadow plays, tableaux. |
| <u> </u> b. Setting the stage. | <u> </u> 2. Formal productions: |
| <u> </u> 5. Technical Stagecraft: | <u> </u> a. One-act play. |
| <u> </u> a. Lighting. | <u> </u> b. Long, full length play. |
| <u> </u> b. Construction of sets. | <u> </u> 3. Production for school. |
| <u> </u> 6. Making of stage models. | <u> </u> 4. Production for outside organizations: church. |
| <u> </u> 7. Puppets and marionettes. | <u> </u> 5. Production for contest |

- E. Speech training:
1. Physical:
- a. Pronunciation and enunciation.
- b. Speech tones.
- c. Correction of speech defects.
2. Psychological:
- a. Unity and coherence.
- b. Emphasis.

- F. Acting.
- G. Sponsoring school productions:
1. Fair or carnival.
2. Festival.
3. Class plays.
4. Assembly programs.

- H. Outside trips and excursions:
1. Stage plays.
2. Movies.
3. Museums.
4. Studios and exhibits.

- I. Other activities:
1. Notebooks and scrap books.
2. Outside speakers.
3. Practice in parliamentary law.
4. _____

IV. Check the kinds of plays produced. Place the letter Y before those best suited for high school production and the letter N before those least suited.

- | | |
|-------------------------------|--------------------------------------|
| <u> </u> 1. Serious comedy. | <u> </u> 10. Morality. |
| <u> </u> 2. Romantic comedy. | <u> </u> 11. Realistic. |
| <u> </u> 3. Farce. | <u> </u> 12. Idealistic. |
| <u> </u> 4. Melodramatic. | <u> </u> 13. Fantasy. |
| <u> </u> 5. Historical. | <u> </u> 14. Play of ideas. |
| <u> </u> 6. Tragedy. | <u> </u> 15. Play of character. |
| <u> </u> 7. Allegory. | <u> </u> 16. Play of plot. |
| <u> </u> 8. Poetic. | <u> </u> 17. Play of dialogue. |
| <u> </u> 9. Pageant. | <u> </u> 18. Combination of last 4. |

V. Fill in the blanks:

Name of school _____

Enrollment in dramatics club _____

Number of: Girls _____ Boys _____ Freshmen _____ Sophomores _____

 Juniors _____ Seniors _____.

T H A N K Y O U !

PUPIL CHECK LIST

Dear Pupil,

You have been selected as one of the outstanding pupils interested in dramatics. But, did you ever stop to think how dramatics helps you in life today? Following is a list of items suggesting ways in which such activities may help you.

I. In the blank at the left of each item, check those items which have been of value to you because of your membership in a dramatic club.

- | | |
|--|--|
| A. Develops cooperation: | B. Appreciation of: |
| <input type="checkbox"/> 1. Desire to help others. | <input type="checkbox"/> 1. Drama. |
| <input type="checkbox"/> 2. Desire to do better work. | <input type="checkbox"/> 2. Movies. |
| <input type="checkbox"/> 3. Sense of loyalty. | <input type="checkbox"/> 3. Light. |
| <input type="checkbox"/> 4. Sympathy for others. | <input type="checkbox"/> 4. Color. |
| <input type="checkbox"/> 5. Subordination of your
int. to those of the group. | <input type="checkbox"/> 5. Harmony in design. |

- | | |
|--|--|
| C. Character traits: | D. Speech improvement in: |
| <input type="checkbox"/> 1. Self-reliance. | <input type="checkbox"/> 1. Pronunciation. |
| <input type="checkbox"/> 2. Self-confidence. | <input type="checkbox"/> 2. Enunciation. |
| <input type="checkbox"/> 3. Leadership. | <input type="checkbox"/> 3. Diction. |
| <input type="checkbox"/> 4. Sportsmanship. | <input type="checkbox"/> 4. Speech tones. |
| <input type="checkbox"/> 5. Citizenship. | <input type="checkbox"/> 5. Ease in conversation. |
| <input type="checkbox"/> 6. Responsibility. | <input type="checkbox"/> 6. Speech awareness. |
| <input type="checkbox"/> 7. Initiative. | <input type="checkbox"/> 7. Enriched vocabulary. |
| <input type="checkbox"/> 8. Tolerance. | <input type="checkbox"/> 8. Desire for self-study. |
| <input type="checkbox"/> 9. Courtesy. | <input type="checkbox"/> 9. Organization of materials. |
| <input type="checkbox"/> 10. Kindness. | <input type="checkbox"/> 10. Correction of speech
defects: Stammering, stutter. |

- | | |
|---|--|
| E. Knowledge of: | F. Self-satisfaction in: |
| <input type="checkbox"/> 1. History of the drama. | <input type="checkbox"/> 1. Making friends. |
| <input type="checkbox"/> 2. Technique of the drama. | <input type="checkbox"/> 2. Fun, enjoyment. |
| <input type="checkbox"/> 3. Criticism of the drama. | <input type="checkbox"/> 3. Thrill of working with
others. |
| <input type="checkbox"/> 4. Art of play production. | <input type="checkbox"/> 4. Thrill of accomplishment. |
| <input type="checkbox"/> 5. Life's problems. | <input type="checkbox"/> 5. Thrill of doing your work
well. |
| <input type="checkbox"/> 6. Human nature. | |

- G. Critical attitude of:
- | | | |
|-------------------------------------|------------------------------------|---|
| <input type="checkbox"/> 1. Movies. | <input type="checkbox"/> 2. Plays. | <input type="checkbox"/> 3. Literature. |
|-------------------------------------|------------------------------------|---|

H. Other values:

1. Wider use of leisure time.
2. Improvement of bodily movement.
3. Knowledge of parliamentary law.
4. Getting parents interested in school.
5. Conquering stage fright.
6. Getting to know teacher.
7. Developing school spirit.
8. Raising funds for school.
9. Understanding life about you.
10. _____

II. Checking back through the list, place the letter Y before the items most valuable for you, the letter N before those of least value, and underline those in which you would like further help.

III. Check your classification:

Freshman _____ Sophomore _____ Junior _____
Senior _____

T H A N K Y O U !