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**THEATRE EDUCATION AT GONZAGA UNIVERSITY (USA)  
AND THE PROSPECTS OF ITS COOPERATION WITH KHSAC**  
**ТЕАТРАЛЬНА ОСВІТА В УНІВЕРСИТЕТІ ГОНЗАГА (США)  
І ПЕРСПЕКТИВИ СПІВПРАЦІ З ХДАК**

*The paper describes the variety of theatre education in the USA, the main features of theatre programs at Gonzaga University as well as the background and prospects of cooperation between Gonzaga and KhSAC.*

**Key words:** *theatre education, theatre art, required course, acting, directing, scenography, production.*

*Описані різноманітні види освіти в галузі театрального мистецтва, характерні особливості навчальних програм в Університеті Гонзага, а також історія і перспективи співпраці між Університетом Гонзага і ХДАК.*

**Ключові слова:** *театральна освіта, театральне мистецтво, обов'язковий курс, акторська майстерність, режисура, сценографія, постановка.*

*Описаны различные виды образования в области театрального искусства, характерные особенности учебных программ в Университете Гонзага, а также история и перспективы сотрудничества между Университетом Гонзага и ХГАК.*

**Ключевые слова:** *театральное образование, театральное искусство, обязательный курс, актерское мастерство, режиссура, сценография, постановка.*

Theatre education in the United States can be divided into two main categories. In a "liberal arts" school, theatre students spend about 1/4 of their time studying theatre. The purpose of a liberal arts school is to educate students for many options, and not just for one profession. The education is intended to prepare theatre students with knowledge not just in theatre, but also in history, philosophy, science, languages, religion, and so forth. In this way students are prepared to be life-long learners who are able to build on a broad foundation to advance their own careers, and learners who are ready to serve not just their chosen profession, but also the larger community in which they live.

The second kind of training is the kind available in the professional training school. In these schools, students study in their area of specialization exclusively. The advantage, of course, is that they are more skilled when they graduate. However, many people believe that students who study only theatre as undergraduates are poorly prepared for a long life in the theatre. Such students lack the broad resources offered in a liberal arts education and often become limited performers.

The theatre program at Gonzaga is designed to enable students to explore and develop their potential as performers to the highest possible level so that they can experience theatre as a living art form. Through courses in Acting, Stagecraft, Theatre history, Directing, and other aspects of performance, the university aims at developing sensitive and responsible performance, thoughtful and informed directors, perceptive and knowledgeable audiences, proficient technicians, and those for whom theatre is a lifelong inspiration and pleasure.

Admission to most schools depends first of all on a student's grades in high school and secondly on one of two admission tests that students are required to take. The American College Test (ACT) is a four hour test in English language skills, mathematics, reading skills, and scientific thinking. It is not a test of specific knowledge as much as it is a test of skills and abilities. The more prestigious a school is, the higher the grades that it requires.

At some theatre schools, students are admitted into the theatre program after they have had a successful audition, or after they have proven themselves in some performances. At Gonzaga, auditions or portfolios are not required for admission into the program.

In a sense, schools compete to get the best students as much as students compete to get into the schools of their choice. Much money goes into advertising a school's programs and into recruiting the best students. The best students are offered scholarships for skills or interests in special areas, and donors are sought to provide funds for these scholarships. Often the scholarships are used to recruit the kind of students that are needed for the college's mission. For example, Gonzaga wishes to provide education for poor Native American students, so it provides scholarships to take a few of these students to school without cost.

The prices for education range from inexpensive schools that are supported by tax money, to more expensive, privately funded schools, and to very expensive and very prestigious schools for the wealthy elite. At Eastern Washington University, a state school in Spokane, tuition costs about 1200 dollars every semester. At Gonzaga University, tuition costs 9700 dollars per semester. In addition, books may cost from 10 to 100 dollars per book, and students,

who take the normal load of five courses per semester, usually need to buy more than one textbook per course. If students choose to live in dormitories, they will pay about 1400 dollars to share a room with another student, and another 1400 dollars to pay for food.

Many students cannot afford to pay for such costs. So how can they afford to go to school? There are many methods. Families save money for many years to help pay their children's education, but that seldom provides enough money. Students work during the school year to pay for the education. Some work is on campus. The government provides money to pay for students who work on campus to provide services to the university. Some students earn money by studying military science part-time during their undergraduate education. Poorer families can apply for special scholarships for needy students who have achieved good grades. Other students win scholarships for their special skills. Most students take out loans from banks. They are expected to pay back the loans after they graduate and find a job.

Students at liberal arts institutions like Gonzaga are required to take a total of about 42 courses in four years, or 10-11 courses per year. About 20 of these 42 courses must be in what are called "core requirements" — classes considered to be the foundation of every person's education. These ten courses include classes in composition, philosophy, religion, mathematics, literature, history, art, science, a social science, and a foreign language. While there are required areas of courses, there are some choices available in each subject area.

Likewise, there are choices within a major (area of specialization). To major in theatre, a student must take thirteen classes in theatre. In eight of these courses the student has no choice, but with the other five there are choices.

After the core requirements and the major, the student is expected to choose about nine other classes that are called "electives". Electives are courses that the student can choose with no regulation. Some students use the electives to earn a second major. Others take a wide variety of courses from many subject areas, depending on their future plans.

Thus, getting an education at Gonzaga requires students to make choices and to plan each semester carefully. While it is possible for them to make wonderful plans to prepare for future careers, it is also possible for them to make some very poor plans. To prevent poor choices, each student is assigned an "advisor." Before the student begins her university studies, she meets with her advisor to discuss her plans. Then, before each new semester each student must meet his advisor to get approval for his next semester's course selections. While it is expected that the advisor will help

the students in their planning, it is the student's responsibility to choose the proper courses. The advisor's role is not as an authority, but as a guide.

When a course has been completed, a professor will provide a test to evaluate the students' mastery of the material. She might give students a final examination during the final class, she might give them a take-home test — usually a question or set of question that require the students to write a composition explaining their understanding, or she might give them a project to complete. Students in scenic design, for example, are required to complete designs for scenery for a play that will be mounted later that year at the university.

But at the end of the course, students also evaluate their instructors. At the end of each semester, the Academic Vice President sends each professor a set of evaluation forms. The students fill in each form, telling how well they believe the professor taught the course. They bring the completed evaluations, not to the professor, but back to the Academic Vice President, whose secretaries send the evaluations and summaries to the dean of the college, who then sends it to the head of the professor's department. The department head reads the forms and sends them to the professor, who is expected to use the evaluations to improve his classes. This kind of arrangement tends to make teachers and students partners in learning. Each has responsibilities, and each is held responsible by the other.

The university provides a number of ways to guide and support its new graduates as they search for places of employment. An organization called GAMP — Gonzaga Alumni Mentors Program — is a large group of graduates who volunteer to meet with recent graduates on a regular basis to help them determine career goals, help them find work, help them adjust to new positions, and in general act as a wise, experienced friend. Secondly, each spring the university arranges a career fair where businesses are invited to explain to graduates what kind of skills they are looking for and possibly to set up interviews. Last of all, the Career Counseling Center is a place where students can go to at any time while they are at school to get advice on finding jobs.

Some words about Gonzaga University as an institution. The university has four schools, the School of Arts and Sciences, the School of Education, the School of Business, and the School of Law. The theatre program is part of the School of Arts and Sciences. In addition, the university has a branch location in Florence, Italy, called Gonzaga in Florence. The branch school is especially popular with art students, but students from a wide variety of disciplines spend a year studying in Italy.

Some of the theatre courses that Gonzaga offers are required, and others are available as choices. Students are required to take the following courses:

- An introduction to the theatre — its history, literature, and the elements of production.
- Theater graphics — a study of drafting and drawing for the theatre.
- Two courses in acting — an introduction to Stanislavsky (American style) and characterization.
- Two courses in the history and literature of the theatre.
- Directing.
- A senior project — students are required to write a plan discussing their future professional interests.

In addition, students are required to participate in our productions in the following ways. They must perform acting roles in three main stage performances, and they must work in a technical area in three productions.

Also there are some classes that are available as limited choices. Students must take at least one dance class. They must study a course in either stage construction or costume construction. And they must choose two to three courses of their choice from dance, directing, or technical theatre (such as scenic, costume, or lighting design).

Each year the program mounts three faculty directed productions, a dance production, and a small number of student directed productions. The productions are built around a four year schedule so that in four years students will have worked on Greek theatre, medieval theatre, renaissance theatre, realistic, post-realist theatre, children's theatre, and American musical theatre.

In the opinion of Prof. Vasyl Sheyko, Rector of the Kharkiv State Academy of Culture (KhSAC), both Gonzaga University and KhSAC have much to offer each other. In the course of his visits to KhSAC (2002 and 2007), Prof. Hofland delivered lectures with the themes «Variety of Methods Used in America to Prepare Students for the Field of Theatre Art» and «Les Kurbas' Hidden Influence in Current American Theatre». He conducted a workshop in scenography with Ukrainian faculty and students, took part in round table discussions, in several workshops in directing, acting, scenic movements and dance. Not only did these discussions help get better understanding of purely professional aspects of training theatre art students at both institutions; they helped gain more insight into our people's cultures. We found that in many ways our visions were similar, we realized that Gonzaga University was promoting diversity of cultures and cultural tolerance — the ideas shared by the Kharkiv State Academy of Culture as well.

Besides, as a result of Prof. Hofland's visits, the faculty of the Theatre Art Department (headed by Prof. S. Gordeyev) gained more confidence in their work as they had a chance to have a fresh look at it. The honest and unbiased appraisal of their creative efforts by the visitor as well as the prospects for cooperation with representatives of the American culture gave them a new impetus to their work.

The two institutions can proceed with the exchange of faculty and students, student theatre performances both in Kharkiv and Spokane, joint publications suggested by both parties. The relationship of cooperation in the field of theatre art can be extended to other areas: music, dance, vocal art, management.

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### **ОСНОВНИ ПРИНЦИПИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ РЕЖИСЕРА ЯК МАЙСТРА СЦЕНІЧНОГО МИСТЕЦТВА**

### **THE BASIC PRINCIPLES OF PROFESSIONAL TRAINING OF THE DIRECTOR AS THE PERFORMING ART MASTER**

*Розглядаються основні принципи підготовки режисера в процесі навчання у вищому театральному закладі, питання розвитку творчих здібностей фахівця сценічного мистецтва. Аналізуються концептуальні завдання театральної педагогіки.*

**Ключові слова:** режисер, театр, театральна педагогіка.

*Рассматриваются основные принципы подготовки режиссёра в процессе обучения в высшем театральном заведении, вопрос развития творческих способностей специалиста сценического искусства. Анализируются концептуальные задания театральной педагогики.*

**Ключевые слова:** режиссёр, театр, театральная педагогика.

*The article describes the basic principles of director's training in the learning process in higher theatrical institution, the development of creative abilities of professional performing arts, conceptual analysis tasks theatrical pedagogy.*

**Key words:** director, theater, theater education.

Нині більшість режисерів України, вдосконалюючи свою майстерність, розвиваючи здібності, вивчаючи сутність безперервного життєвого процесу, шукаючи власних новаторських рішень актуальних творчих питань, плекають сучасну театральну культуру, яка допомагає молодій країні в розбудові суспільства.

Актуальність теми полягає в розробці новітніх методів формування спеціаліста сценічного мистецтва й розвитку професійних здібностей майбутнього режисера як майстра театального