

ABSTRACT

The main thrust of this thesis is the actor's role play on stage in relation to his role play as a child. The significance derived was utilized in accordance with the actor's ability to deliver his roles effectively in his capacity as a stage performer. The processes involved in the study included a series of in-depth interviews, survey questionnaires, and hypnosis as an experimental supplement. A vast array of roles and experiences of the actors as adults and as children resulted, as described by the actor's themselves. From here, classifications were derived. The results of the classified roles revealed a very apparent trend among the subjects taken collectively. Not only did the majority play the same type of roles but the roles chosen to play signified the very need of every human being to experience himself as in the center of the stage. In his very human capacity to play act, the actor has taken on the responsibility of portraying this need. These experiences trace back into infancy as revealed in the emerging "I" where he feels centered in the converging care of others, and is renewed in his childhood plays. It is within this light that the actor's learning process emerges. The knowledge of one's inner self, not only at the present, but through the origins of the child when he



DE LA SALLE UNIVERSITY

v

first established motor skills and experienced mental and emotional growth, allows the actor to rid himself of the adult obstacles and inhibitions and adult protective mechanisms that have hindered him. Thus, the actor, through the knowledge and experience of the child and his origins, discovers the link to his inner self and the root of his limitations, imposed upon himself by himself and society. In so doing, he may conquer these obstacles and increase his depth and capacity to perform effectively a whole variety of different roles on stage as the actor and off-stage, as the person that he is.

