A Bibliographical Listing of Literature Related to the Changing Voice
(compiled and edited with the assistance of William Root)

for the
Cambiata Institute of America for Early Adolescent Vocal Music
University of North Texas
Alan McClung, director

BIBLIOGRAPHY


Coffman’s dissertation determined that the voice change was happening earlier than in past research and proposed suggested ranges for upper elementary school choirs with changing voices.


Collins, Don L. related articles: [www.music.unt.edu/cambiata](www.music.unt.edu/cambiata)


Groom, M. D. (1979). *A descriptive analysis of development in adolescent male voices*
during the summer time period (Doctoral dissertation). Florida State University, Tallahassee, FL.


Harriss’s dissertation investigates boy’s control of dynamic intensity before, during, and after the voice change. It finds that boy’s who have finished the voice change have the greatest control of dynamic intensity, and that boy’s before and during the voice change have about the same control of dynamic intensity.


Hennessey, M. M. (1942). *Problems of selection and arrangement of songs for a select boy’s choir at the later intermediate level* (Unpublished master’s thesis). University of Iowa, Iowa City, IA.


Karr gave two voice tests to randomly selected males from grades six through ten. He examined how the gathered data matched against four major theories about the changing voice (Cooper, Swanson, McKenzie, and Cooksey) and found the data matched best with Cooksey’s and Swanson’s theories. It also found the voice change process was occurring earlier when compared to data from a similar study in 1971.


Killian, J.N. (2003). Choral director’s self reports of accommodations made for boys’ changing


Moore’s dissertation tests whether the voice change is happening earlier as time progresses, and to determine whether attitude toward the testing procedure was affected by the stage of voice change. When compared with other research, the voice change of the boys in this study happened earlier than the other research. Voice change seemed to have no impact on attitude toward the testing.


**Recent Dissertations and Monographs on Boys’ Voices**


Brown’s dissertation examines the use of the head voice register in adolescent males for teaching healthy singing. The dissertation also notes repertoire for adolescent males that facilitates the use of the head voice.


Chang’s dissertation analyzes the vocal agility of Chinese-American boys with changing voices, classifying their voices’ progress through the voice change according to Cooper’s methodology. The study finds that Cooper Stage One subjects had lower vocal agility than Pre-Stage or Stage Two subjects.


Fisher’s dissertation tests whether ethnicity has any impact on when the voice change process starts. It finds that African-American and Hispanic boys tended to have a larger percentage of changing voices in fourth, fifth, and sixth grades than Caucasian boys. However, the study found no statistically significant differences in voice change onset when comparing urban African-Americans and Hispanics to urban whites, suggesting that voice change onset may not be related to ethnicity.


Greenstein’s dissertation used observations and interviews to determine common threads in teaching practices among middle school choral programs that retained large numbers of males.

Hall’s dissertation is a series of surveys that investigates what choral conductors and voice instructors typically know about the female voice change. It found that they typically know that adolescent females experience a voice change, but that they often incorrectly recognize symptoms of the voice change.


Hiester’s study review the recommended choral literature for class A and class AA high schools in Ohio. The study notes which pieces have a healthy tessitura as defined by Robert Shewan’s *Voice Training for the High School Chorus*.


Hook’s dissertation analyzes the agility of male adolescents, classified according to Cooksey’s model of the voice change. It found that boys in the later categories of Cooksey’s voice change model tended to have greater vocal agility than those less far along in the process.

Pederson, M. (1997). *Biological development and the normal voice in puberty* (Doctoral dissertation). Faculty of Medicine, University of Oulu, Oulu, Finland.


Stockton’s dissertation examines Cooper’s career in Montreal and at Florida State University. It also examines the methodology of the Cambiata Concept, and explores the Concept’s influence on both Collins and Cooksey.

Usher’s dissertation looks for correlations between success at adjudicated events and teaching methods for the adolescent voice. It found that teacher’s who test and classify students’ voices individually tend to have more success at adjudicated events.


Williams’s dissertation examines the vocal health impact of the singing schedule of boy choristers in a boarding school. It found that the boy’s singing in the cathedral choirs had lower incidences of vocal disorder when compared to their non-singing peers.