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AUTHOR Jacobs, Steven Michael
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ABSTRACT

In order to determine the status of speech and drama education in Illinois secondary schools, a detailed questionnaire was mailed to each Illinois high school during the 1973-1974 school year. This study analyzes the responses to that questionnaire, which asked basic research questions concerning the extent of the speech/drama curriculum, the nature of cocurricular activities, the role of the teacher, and the facilities and equipment available for use in speech/drama education. Results showed a great variation in speech/drama education which, in many cases, seems dependent upon the geographic location of the school, the student enrollment, and the kind of school--public or private. This document discusses specific data for each category of the questionnaire and contains a table showing the breakdown of respondents and nonrespondents, a bibliography, the questionnaire and accompanying letter, and a map of Illinois with regions indicated. (JM)

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SURVEY OF THE STATUS OF SPEECH/DRAMA EDUCATION
IN THE SECONDARY SCHOOLS OF THE
STATE OF ILLINOIS: 1973-74

by

Steven Michael Jacobs

Steven Michael Jacobs

Glenbard North High School

August, 1976

Department of Speech in the Graduate School
Southern Illinois University
August, 1976

INTRODUCTION

Speech and drama education concerns educators, parents, and others who care about the ability of future generations to express themselves and to communicate with others orally. To determine the status of speech and drama education in Illinois secondary schools, a detailed questionnaire was mailed to each Illinois high school during the 1973-74 school year. This study analyzes responses to that questionnaire as it answers basic research questions pertaining to the extent of the speech/drama curriculum, the nature of co-curricular activities, the role of the teacher, and facilities and equipment available for use in speech/drama education.

Statement of the Problem

In 1952, Weaver, Borchers, and Smith commented on the changing nature of speech education:

Despite the fact that centuries of experience have gone into the development of speech education, it may be that in the twentieth-century United States the theories and methods of speech instruction will undergo their most extensive modifications. Educational theory itself is passing through great changes in this century. Modern philosophies of education, and research in the learning process generally and in speech training specifically are affecting the methods and content of contemporary speech education. (p. 57)

Contemporary speech education, or speech communication, is in a period of transition on all educational levels. This transition is apparent on the secondary school level where programs, both curricular and co-curricular, are changing.

Allen and Willmington (1972) suggested that:

. . . curricular reorganizations are occurring more frequently. In some secondary schools, communications curricula are replacing former curricula in both speech and English. Such new communications curricula seek to answer the question, What must a student know and do to be an effective party to communication in contemporary society. (p. 18)

In their discussion of the changing curricula, Allen and Willmington further noted the need for more in-depth information concerning the extent to which speech is offered. They stated:

Information regarding the quantitative status of speech communication is scarce. However, the information available suggests that the majority of secondary school students do not receive systematic and in-depth instruction in speech communication. (p. 12)

Information concerning instruction in speech communication for past years in Illinois is available primarily from two studies. Crawford completed a study for 1956-57 which described the extent of the speech curriculum, co-curricular activities, quality of teacher preparation, and available facilities for speech education in the secondary schools of Illinois. Later research, provided by the Ince Report for the 1967-68 school year, furnished data in the same areas as the Crawford study.

However, additional areas now need investigation. One area not previously investigated is administrative control over curricula and teachers and the degree of support for speech and drama programs. A common grievance of teachers in all disciplines involves this administrative role. Corwin (1965) stated that:

One of the most frequent complaints that teachers express about their administrators concerns their negligence in asking for or following the advice of teachers about such matters as changing the grading system, the in-service training program, or the curriculum . . . administrators do have the final authority and teachers have become accustomed to it. (p. 25)

This comment illustrates the relevance of research into administrative control over the teacher and the curriculum.

In addition to this area of investigation, data from previous studies must be brought up to date. In reference to the Ince Report, Neuleib (1970) stated:

This survey is a picture of what is being done in secondary school speech in Illinois. But it is only a picture; and it should not be taken as the final word, nor as the standard of measurement for present and planned speech programs. (p. 71)

Neuleib's statement suggested the need for a comprehensive study, descriptive of the character and scope of Illinois secondary school speech and drama education, both curricular and co-curricular. In regard to the status of speech education

in the public schools, the Speech Association of America in 1965 indicated that:

Immediate steps must be taken to upgrade or, where necessary, to initiate sound instruction in the skills of oral communication for all students at all educational levels. (p. 80)

The updated and more complete information contained within this particular study can be of assistance to teachers and administrators as they make plans for changes and improvements in their speech/drama curricula.

Purpose of the Study

The purpose of this study is to provide a comprehensive, descriptive report of the character and scope of Illinois secondary school speech/drama programs during 1973-74. In a report prepared at Eastern Illinois University, Tuttle (1974) noted the "critical" need for "nothing less than a complete and comprehensive study" (p. 14). The present study was undertaken to add to the information obtained by previous studies and to accomplish the following objectives:

1. To furnish comparisons between current data and that gathered by past surveys;
2. To measure the extent to which a basic speech course is being offered and the extent to which it is being required; also to determine its content;

3. To determine the extent to which speech has become an entity in itself, separate and apart from English classes;
4. To measure the extent to which advanced speech/drama classes are being offered in the curriculum;
5. To determine whether the trend in co-curricular activities is toward noncompetitive festivals or toward competitive contests;
6. To study the teachers of speech/drama in terms of their:
 - a) Qualifications and academic backgrounds, and
 - b) Attitudes and interests;
7. To determine the facilities and equipment available for use in teaching speech/drama.

By describing in detail speech/drama curricular and co-curricular conditions and practices throughout the state, this report provided data of potential use to Illinois speech and drama educators in their planning for improvement of secondary school speech/drama education. It also enabled the secondary school administrator to evaluate his school's programs relative to other schools of comparable size in his geographic area.

The present study looked in particular at the extent of the speech/drama curriculum, the nature of co-curricular

activities, the role of the teacher, and the facilities and equipment available during 1973-74 to investigate the following research questions:

1. What is the nature of the high school speech/drama curriculum?
 - a. Is there a trend for more schools to offer a basic speech course; is there a trend for more to require it?
 - b. What is the extent of advanced speech/drama class offerings?
 - c. Is there a trend to offer innovative courses?
 - d. Who is in control of the speech/drama program?
2. What is the status of high school co-curricular speech/drama activities?
3. What is the nature of teacher preparation in speech/drama?
4. What is the availability and condition of facilities and equipment in relation to speech/drama program needs?

Procedure

Sample and Data Collection. To obtain as representative a sample as possible, a questionnaire and accompanying cover

letter (See Appendices 1 and 2) were mailed to every public and private secondary school in Illinois. A mailing list of secondary schools and a set of address labels to the "Speech/Drama instructor" were provided by the Office of the Superintendent of Public Instruction. The total sample of 889 schools included not only those with the traditional curriculum, but also those for specialized vocational and technical training, penitentiary schools, and other special schools.

Of the 889 questionnaires mailed to all of the public and private secondary schools in the state, 462 were returned. Because of the length of the test instrument, only those questionnaires that were at least 75% complete were considered usable. Four hundred twenty-six questionnaires, or 48% of the questionnaires sent out, met this requirement. Because only one questionnaire was mailed to each school, only one teacher responded from each school. Therefore, when the results are reported, the reader should keep in mind that "Of all the respondents," "Of the responding schools," "Of the teachers responding," and "All the teachers" are synonymous and are based on the 48% return, or 426 questionnaires.

Table 1 presents a breakdown of respondents and nonrespondents by region, size, and type. The response rate within regions varied by less than 10 percentage points from the overall 48% return: 46.5% of region 1, 51.9% of region 2, 43.8% of region 3, 50.0% of region 4, 55.7% of region 5, and

44.8% of region 6 schools responded. Except for the surprisingly high response from 67.7% of size 3 schools, the response rate generally increased as school size increased, from 40.9% and 47.7% of size 1 and 2 schools to 57.5%, 56.0%, and 59.5% of size 4, 5, and 6 schools, respectively. Of public schools, 49.5% responded; 39.2% of private schools responded.

Survey Instrument. A questionnaire, developed in consultation with professors in the Southern Illinois University Speech Department, university speech students, and high school speech and drama teachers, served as the data-gathering instrument for the study. During the preparation stage, copies of the instrument were distributed to a test group of sixteen persons, including university professors and high school teachers from urban, suburban, and rural teaching assignments, all of whom had speech, English, or theatre teaching specialities. The purpose of the test group was to evaluate the questionnaire in terms of content, conciseness, clarity, and answerability. Ten of the test group returned the questionnaire with various suggestions for revisions. The comments were all reviewed and evaluated before developing the final draft of the questionnaire.

Because the sample of 889 schools was so large, the questionnaire was constructed using mainly structured or closed responses. In this way, each response on the questionnaire

could be coded onto an optical scanning sheet for scanning by the Southern Illinois University Student Affairs Research and Evaluation Center. Questions which required the respondent to write in an answer were hand tabulated. The major reasons for using closed response questions were:

1. Responses could be machine scored.
2. Structured responses would permit many possible cross tabulations.
3. A questionnaire with structured responses could more easily be used again in later comparison studies.

The design and arrangement of the questionnaire were similar to the previous studies by Crawford (1958) and Ince (1968). Several questions were retained, and others were updated in order to draw comparisons and reveal trends over the years.

Method of Analyzing Results. Results from the survey are organized according to the arrangement of sections on the questionnaire, which coincide with the research questions. The sections are as follows:

Curriculum - This section deals with the basic speech course and its content and also with the extent to which communication skills are included in the English curriculum. The types of advanced classes being taught, the inclusion of innovative courses in the curriculum, the selection and use of

textbooks, and teacher opinions on the extent of student, parent, and administrator support for programs are also analyzed.

Co-Curricular Activities - This section indicates the emphasis put on speech/drama activities in the high school, participation in speech/drama contests and festivals, factors preventing student participation, sources and amounts of funds, and the number of faculty involved with co-curricular speech/drama activities.

Teacher Profiles - This section provides a profile of the speech/drama teacher's academic preparation and professional involvement in organizations. The number of faculty involved with curricular activities and information on student teacher preparation is also presented.

Facilities and Equipment - This section deals with the availability and adequacy of facilities and equipment for speech/drama education and with teachers' opinions regarding needed improvements.

Categories used as a basis for analysis and comparison in evaluating the data were: 1) Six geographic regions of the state; 2) Public and private school types; and 3) Six school sizes.

Six Geographic Regions - These regions have the same boundary lines as those of the 1958 Crawford study. The

boundaries are based on the Illinois High School Association divisions for scheduling speech contests. See Appendix 3 for the map delineating the six regions.

Public and Private Schools - Private refers to any independent, parochial or privately owned school. Public describes all others.

Six Different School Sizes - Size categories range from schools with fewer than 500 students in size 1 to schools with 2,500 or more students in size 6. See Table 1 for a complete breakdown of all respondents and non-respondents by region, size, and type.

Limitations of the Study

As with any study, some limitations exist. Inherent in this study were the following problems:

1. Definition of the terms extracurricular and co-curricular;
2. Use of mailed questionnaire.

Definition of Terms (extracurricular and co-curricular) -

In many schools, speech activities outside formal classes offer substantial speech instruction and/or improvement in speech skills and, therefore, are called co-curricular. In other schools, speech activities are in addition to a curricular

speech instruction program and are labelled extracurricular. To clarify, a note at the beginning of the questionnaire asked that, while completing the questionnaire, respondents consider those terms synonymous.

Use of Mailed Questionnaires - This method of obtaining data is limited in several respects.

1. An interview with the speech/drama teacher in each school might be the preferred method of obtaining complete information with least chance for misinterpretation. But because of the large number of schools involved, individual interviews were not feasible.
2. Although only 47.9% of schools receiving the questionnaires responded, this rate of response was considered sufficient for meaningful analysis.
3. The data is only as reliable as respondents are accurate and honest in their responses. Verification of response data by visiting all schools or requiring supporting documents was not practical.

Review of Studies in Illinois

Crawford, 1958. The first major study of Illinois speech education in high schools was undertaken for the 1956-57 academic

year by Crawford. Crawford (1958) indicated, "It was suggested that this study be a descriptive survey of the status quo as pertaining to different aspects of speech education and the teaching of speech in the public and private high schools of the state" (p. 111).

The major purposes of the study were stated as follows:

1. To guide high school teachers and administrators in curriculum planning.
2. To guide college and university administrators in planning future teacher education.
3. To provide data for college and university directors in counseling prospective teachers of speech.
4. To provide data for use at times of legislative decision-making when pertaining to changes in speech curriculum.
5. To provide data for examining and improving present teacher certification.
6. To provide basic data upon which further studies to be made of speech education of the state might be compared.
7. To provide data for the use of this state's professional speech organization so that it may better understand and meet the problems and the status of speech education in the Illinois High Schools. (pp. 1-2)

The survey instrument was a seven page questionnaire which was mailed to the 658 public and 157 private secondary schools of Illinois. Of the 815 questionnaires mailed, 501 were received for a return of 61%. The questionnaire was divided into sections dealing with: 1) General Information; 2) Speech Curriculum Data; 3) Teacher Qualifications and Load; 4) Physical

Facilities and Equipment; and 5) Teacher and Administrator Opinions. Each response to the questionnaire was tabulated within the following categories: 1) six geographic regions of the state; 2) seven school sizes; and 3) public or private school types.

The following general conclusions were drawn from the study:

1. The amount of emphasis placed upon both curricular and extracurricular speech increased as the size of the school increased.
2. Forty-seven percent of the responding schools offered specific courses in speech while 64% reported a program of extracurricular activities.
3. Results indicated a need for more teachers specifically trained in speech.
4. The smaller high schools had a greater percent of teachers without specific training.
5. Dramatics appeared to be the most popular extracurricular activity. Crawford concluded his study with the suggestion that "The present study may be useful as a basis for studies to follow, whether in the near or distant future" (p. 95).

Ince, 1968. A decade after Crawford's study, the Illinois Speech and Theatre Association, the Office of the Superintendent of Public Instruction, and the University of Illinois

sponsored a survey of the status of speech education in the secondary schools of Illinois. The researcher, Ince (1968), collected data which was to be used for the following purposes:

1. Evaluating the quality of undergraduate preparation for teachers of speech.
2. Evaluating the breadth and depth of secondary school speech programs in Illinois.
3. Advisement of undergraduate teacher trainees in speech as well as undergraduate liberal arts majors in speech.
4. Approaching the entire range of problems in the teacher certification area.

Similar to the earlier study by Crawford, the Ince report was divided into sections dealing with: 1) Curriculum (basic and advanced speech courses); 2) Co-curricular Activities; 3) Teacher Preparation; and 4) General Information. A 61% return was received on the questionnaire. Analysis of data from the study was presented using the same categories as Crawford: 1) geographic location; 2) school size; and 3) public or private type. Nowhere in any of the literature concerning the Ince report is a description given of the geographic locations other than the name "Supervisory District." The data was reported principally in statistical tables, making interpretation difficult for the average person reading the report.

In an article explaining his report, Ince (1970) reached the following general conclusions regarding the status of speech education in those schools responding to the survey:

1. Using criteria built around the adequacy of financial support, the preparation of teachers, and the extent of pupil involvement, the strongest speech programs in Illinois exist in Regional Supervisory District 1 and the weakest in Districts 3 and 6.
2. Using the same criteria, the strongest programs exist in schools with enrollments of 1,500 to 2,000 students, and the weakest in schools with enrollments of less than 500.
3. There may not be a direct relation between respondents' attitudes toward their undergraduate preparation and their attitudes toward the quality of their own school's speech program, but the fact that 20 per cent of them rated both items as poor and only 25 per cent rated both items as good should give the profession some pause for reflection. (p. 74)

In his criticism of the Ince report, Neuleib (1970) stated, "The study does not provide a great deal of information which is relevant to speech education programs" (p. 70). In addition to his suggestion that survey questions be refined, Neuleib pointed out that some questions need to be improved to make the data more reliable and usable. Neuleib concluded by suggesting, "This survey provides a basis for a continuing study of secondary speech education in Illinois--it is the first step. Other studies need to follow it and build on it in order to provide us with the best possible picture of secondary speech in Illinois and the areas which need further study and improvement" (p. 71).

A study by Tuttle (1974) sought to make a comparison of information from 1973 with selected portions of the Ince report. This study used a seventeen-item questionnaire which was distributed to fifty Illinois public high schools with a return of 68%. The Tuttle study offered several noteworthy conclusions: 1) The presence of speech communication courses in the high school is increasing with more schools offering and requiring speech courses. These schools include many of the small and medium size schools; 2) Since 1968, the trend of increased support for extracurricular activities has continued; 3) There is a strong interest in noncompetitive speech activities as well as a growing trend in competitive activities.

Tuttle stated that the survey did not seek pertinent information such as content of courses or teacher preparation. He cited the "critical" need for "Nothing less than a complete and comprehensive survey It should be . . . similar to the 1968 (Ince report) survey for more reliable comparative observations" (p. 14).

SUMMARY AND CONCLUSIONS

Some general observations can now be made regarding the results provided by data from the questionnaires. Most striking is the variable nature of speech/drama education available to Illinois secondary school students. This variation in many cases seems dependent upon the geographic location of the school, its student enrollment, or whether the school is public or private. For example, the percent of schools offering debate as a co-curricular activity varied from 8.2% of responding schools with less than 500 students to 61.9% of those with more than 2,500 and from 12.5% and 12.8% of responding schools in the northeastern central and southwestern central regions, respectively, to 33.3% of respondents in the northern region. Comparable examples supporting other general conclusions are presented for each of the major areas investigated--curriculum, co-curricular activities, teacher, and facilities. Comparisons made with previous studies of Illinois programs are based on questions retained from those studies.

Curriculum

Basic Speech Course. In 1973-74, 89.2% of the responding schools offered a basic speech course. A larger percent of

schools (93.1% and 92.3%) in the northwestern central and southern regions of Illinois, respectively, offered the course, and a smaller percent of schools (81.3%) in the southwestern central region offered the basic speech course. Also, the size category with the largest percent of schools (95.5%) offering the basic speech course was that of schools with an enrollment of 2,500 students or more; the size category with the smallest percent of schools (84.4%) offering the basic speech course was that of schools with less than 500 students.

Although the basic speech course was offered in 89.2% of responding schools, only about one-third (37.1%) of the schools required the course. A larger percent of schools (40.2% and 39.5%) in the northern and northeastern central regions, respectively, required the basic speech course, and the region with the smallest percent of schools (29.3%) requiring the course was the southwestern central. Proportionally fewer of the schools with enrollments of 500 students or less required the course. A larger percent of private schools (50.0%) than public schools (35.2%) required the basic speech course.

Ince (1968) did not present in his study any statistics showing the total percent of schools that offered or required the basic speech course. In his article summarizing the study, however, Ince (1970) reported that, in 1967, 91% of the high schools in Illinois offered the course and 25% required it. A somewhat different conclusion was reached by Neulieb (1970) in

his review of the Ince study: "Although almost 75 per cent of the public and private schools surveyed offered a basic speech course, only 26 per cent required it" (p. 67). Data from the present study for 1973-74 showing 89.2% of schools offering the course and 37.1% requiring it suggested that, if Ince's findings that 91% of the high schools offered the course in 1967 were correct, then the Illinois high schools have not progressed far in regard to offering a basic speech course. However, there has been a positive move toward requiring the basic speech course.

Approximately one-half of the schools offering a basic speech course during 1973-74 titled it Speech. Of the schools in which the basic speech course was titled Speech, only about one-quarter required it, whereas of those schools that titled the basic speech course English, all required it. Possibly some schools called the basic speech course English to meet certain requirements imposed by colleges and universities for a specific number of years of English classes.

Further analysis of the responses to questions regarding the basic speech course provides a profile of the typical course in Illinois high schools during 1973-74. Annual enrollment in the basic speech course was usually between 51 and 100 students per school in 21.7% of the responding schools and increased as school size increased. Students in 37.7% of the public schools enrolled in the basic speech course during their sophomore years,

whereas students in 57.9% of the private schools enrolled in the course as freshmen. The average class size was between 21 and 25 students in 33.2% of the schools, and only one teacher had responsibility for teaching the class in 59.2% of the schools. The number of teachers increased as enrollment increased. In 60.7% of the schools, the class was one semester long.

In a very large percent of schools (83.6%), teachers reported that instruction in oral communication skills was normally included in English classes. According to the Neulieb (1970) interpretation of the Ince study, "About 75 per cent of the schools indicated that their English classes normally include some work in speech" (p. 68). An increase in the percent of schools teaching oral communication skills in English classes is apparent.

Half (50.2%) of the schools responding indicated that, in the basic speech course and/or the English course in which oral communication skills were taught, typically 20% or more of the total class time was devoted to organization of ideas. Similarly, in reference to Ince's findings, Neulieb (1970) reported that "'Organization' appears to receive the most emphasis in our high school classes, many schools devoting more than 20 per cent of their class time to it" (p. 68). The only other topics typically given 20% or more of basic speech class time were verbal/nonverbal and interpersonal/intrapersonal communication. Apparently organization of ideas has continued to be stressed

over the past several years, and verbal/nonverbal and interpersonal/intrapersonal forms of communication are currently receiving more emphasis in the classroom than are the other content areas examined in this study.

Advanced Courses. In addition to the trends noted in the content of the basic course, a decisive upward trend toward offering advanced speech/drama classes was found. Ince (1970) reported that less than one-half (42%) of the responding schools offered one or more advanced courses in speech/drama, whereas during 1973-74, 60.4% of the responding schools offered advanced speech/drama courses. In 1973-74, regions with the highest percent of schools offering advanced classes were the northern (68.8%), the northeastern central (63.4%), and the southern (62.5%); the region with the smallest percent of schools offering advanced classes was the southwestern central (34.8%). Proportionally more schools in the two largest size categories offered advanced classes: 88.5% of those with 2,000 to 2,499 students and 86.0% of those with more than 2,500 students had advanced speech/drama course offerings. Only 38.9% of schools with less than 500 students had advanced classes. The percent of private schools (63.9%) offering advanced speech/drama courses was slightly higher than the percent of public schools (59.6%).

The results of this study indicate that Acting was the most frequently offered advanced speech/drama class, with 32.9% of

responding schools naming that course, followed by Speech (23.9%), Technical Theatre (22.6%), Oral Interpretation (21.7%), and Debate (21.4%). Of the advanced classes offered in 1968,

. . . the most frequently offered was drama. Next was acting, offered by about half of the number offering drama. Debate, stagecraft, public address, and oral interpretation follow. (Neulieb, 1970, p. 68)

A conclusive comparison cannot be made between the advanced courses offered in 1968 and those of 1973-74 because the respondents could not choose between the courses Speech and Drama in both surveys. Acting has continued, however, to be taught as an advanced class in a large percent of schools, while the percent of schools offering Debate has decreased.

Between 1 and 30 students enrolled in advanced speech/drama classes each year in about one-third of the schools, while the average class size was between 16 and 25 students in about two-thirds of the schools. In about half the schools, only one teacher was responsible for teaching advanced speech/drama classes, which were one semester long in 60.5% of the responding schools.

The prevalence of innovative courses such as Mass Media, Propaganda, and Contemporary Communication in the curriculum suggests that secondary school educators have acknowledged the need to educate students about the media and about how to cope with daily communication. The trend appeared to be to offer

more of these types of classes, some of which were unheard of in the curriculum of a secondary school ten years earlier.

Another apparent trend in many of the secondary schools involved the inclusion of classroom activities and experiences designed to "humanize"¹ the student's learning experience. Such activities, intended to teach students social interaction skills, were taught in basic and advanced speech/drama courses. The statement made by Borman and Borman (1972) regarding a change in the content of the first course in speech is also applicable to more advanced classes:

The first course in speech communication has been undergoing an important change which reflects a growing student demand for pertinent information as well as skills related to life experiences. A decade ago, most courses emphasized public speaking or the fundamentals of speech. Today the trend is toward an interpersonal approach to speech communication in the first course. This new approach emphasizes the study and practice of the less formal and more common communication patterns that characterize contemporary society. (p. ix)

Methods and Curricular Control. Of the various learning methods used, performance before peers was regarded by the largest percent of responding teachers (66.8%) as the most

¹The researcher defines "humanize" as any learning activity which provides the student with the experience of interacting with other human beings to foster communication.

effective, while the second largest percent of teachers (42.0%) regarded individual instruction or coaching to be most effective. Accordingly, the largest percent of teachers (93.3%) used performance before peers as a method of instruction; the second largest percent (83.4%) used group work; and the third largest percent (72.6%) used individual instruction or coaching. In a discussion of how to facilitate effective learning-teaching environments, Buys, Carlson, Compton, and Frank (1968) stated, "The use of peer teaching should be explored" (p. 302). Furthermore, Allen and Willmington (1972) stated, ". . . many schools are giving increased attention to individualized instruction" (p. 143). Results of this study indicate that Illinois teachers are, in fact, using peer teaching and individualized instruction as methods of instruction.

One question asked by the 1973-74 study was the title of the textbook used in speech/drama. According to results from this study, the three textbooks used most frequently by responding teachers were Speech in Action (52 responses), The Art of Speaking (51 responses), and The Stage and the School (47 responses). In most responding schools (54.6%), students rented their texts; in 39.1%, students acquired their texts through the schools.

During 1973-74 in most schools (89.3%), the teachers initiated selection of the textbooks for their classes. This

role is consistent with a statement by Robinson and Kerikas (1963):

Although textbook selection in public schools is generally under the control of the board of education, in cooperation with the superintendent, supervisors, principal, and teachers, the recommendation of a text is usually initiated by the teacher. (p. 161)

In most of the schools responding (73.0%), the teacher made the initial suggestion of speech/drama courses to be included in the curriculum. Although the teacher made the initial suggestion, additional planning was left up to the administration. This situation was described by Allen and Willmington (1972):

In this hierarchy of decision-making, the individual teacher seems well down the list of those empowered to engage in curriculum planning. Still, in the most fundamental sense, it is the individual teacher who is primarily responsible for the success of a curriculum. (p. 91)

According to teachers' responses, administrative attitudes toward speech/drama education have changed over the years. To compare the attitudes as observed by teachers approximately 17 years ago with those as observed by teachers in 1973-74, the present study included a question identical to one asked by Crawford (1958). Crawford's results showed most teachers perceiving administrative support for teaching speech skills in English class. In the present study, the attitude that speech skills should be taught in English classes was perceived by only 28.9% of respondents. In 1958, the second most frequently reported administration attitude was that speech education was

an important aspect of the curriculum; in 1973-74, the most frequently reported administration attitude (49.5%) was that speech education was an important aspect of the curriculum. The second most frequently reported administration attitude in 1973-74 was that speech skills should be taught in speech classes. The teaching of speech as an entity in itself, separate and apart from English classes, has apparently begun to gain recognition among both teachers and administrators.

Co-Curricular Activities

The extent to which a high school had a co-curricular program was dependent upon several factors, such as the number of faculty involved in the program and their interests and qualifications. In 32.0% of the schools responding, only one faculty member was involved in the co-curricular activities. However, as the school size increased, so did the number of faculty involved.

In 58.6% of responding schools, at least one faculty member who handled co-curricular speech/drama activities held a speech major. Other faculty members involved with these activities frequently had a speech minor, a theatre major, or a theatre minor.

In some schools, teachers who have neither a speech nor a theatre degree worked with speech/drama co-curricular activities.

To compare the reasons cited in 1958 with those of 1973-74, the relevant question from the Crawford study was repeated in the present study. Crawford (1958) reported that:

The two most common reasons as shown above (in reference to his data) for the selection of non-trained extra-curricular speech teachers are: (1) the teacher had an unusual interest in the activity, and (2) the teacher had some college course work.
(p. 31)

In 1973-74, the most commonly cited reason was the same, but the second most popular choice of 1973-74 respondents indicated that the "nontrained" teachers had offered their services, rather than having been chosen because they had some college course work.

Teachers in 83.9% of responding schools during 1973-74 were compensated for their extra work load of co-curricular speech/drama activities. In the public schools, 88.5% of the teachers received such compensation, but only a little more than one-half (53.7%) of the teachers in the private schools were compensated. One reason for wide variations in compensation within region, size, and type categories is that every program is unique and the amount of time teachers devote to these activities varies considerably.

Responding teachers showed only a slight preference for noncompetitive festivals over contest activities. As indicated by responses to a preference rating scale, 39.2% favored festivals, 34.1% favored contests, and 26.8% showed no clear preference.

Of the many co-curricular speech/drama activities that were offered or in which students participated, presenting a full-length play was reported by 86.7% of responding schools. An individual events program was reported by 63.4%; a one-act play, by 49.2%; Readers Theatre, by 37.0%; a variety show, by 35.1%; and debate, by 25.8%. For each of these activities, the percent of schools offering the activity generally increased as enrollment increased.

None of the six regions of the state appeared to be any stronger than the other regions in offering individual events, Readers Theatre, and debate as co-curricular activities. However, individual regions boasted stronger programs in single areas.

The largest percents of schools (77.6% and 75.0%) offering individual events were in the northwestern central and northeastern central regions of the state, respectively; the lowest percent (56.4%) was in region 3. The largest percents of schools (33.3% and 30.8%) offering debate were in the northern and southeastern central regions, respectively; the lowest percent of schools (12.5%) was in the northeastern central region. The largest percents of schools (40.1% and 42.5%) offering Readers Theatre were in the northern and northeastern regions, respectively; the lowest percent of schools (29.0%) was in the southern region. All three activities were offered in more public schools than private schools.

In the Illinois High School Association (I.H.S.A.) contests, excluding individual events, 30.4% of schools entered the drama contests; 29.7% entered the Readers Theatre contest; and 22.9% entered the debate contest. Of the schools participating in the I.H.S.A. Individual Events Competition, the events entered by most schools were Dramatic Interpretation (56.5%), Humorous Interpretation (56.0%), Verse Reading (53.6%), Dramatic Duet Acting (53.4%), Prose Reading (52.9%), and Humorous Duet Acting (51.7%).

Some individual regions showed greater strengths or weaknesses regarding the percent of schools competing in the I.H.S.A. Readers Theatre, debate, and drama contests. The northern region entered proportionally more schools (34.3%) than did any other region in the Readers Theatre competition; the northwestern central region entered proportionally the fewest schools (21.1%). Similarly, in debate, the southeastern central region entered most schools (31.6%), while the northeastern central region had proportionally the fewest (12.5%) participating schools. In drama, the northeastern central region was most active with 42.5% of schools competing, while only 23.7% of schools in the southeastern central region did so. Participation in the I.H.S.A. speech contests generally increased as school size increased.

Many responding teachers commented that they received a combined budget for individual events, Readers Theatre, and

debate and that the expenditure of those funds was at their discretion. Generally, as the size of the school enrollment increased, the percent of schools with large budgets for the speech program increased.

Sources of financial support for the drama program varied considerably. Most schools (71.2%) reported that admission receipts were a source of financial support; 43.9% reported that they received a budget; 19.0% held student money drives; 12.7% received donations; and 12.7% received student fees.

In his discussion of drama programs, Robinson (1970) addressed the problem of financial support for those programs. He stated that:

Although no academic theatre program should be required to be self-supporting, it is possible to depend upon theatre box office revenues (if not diverted elsewhere) to provide some additional support. (p. 17)

But the written comments made by responding teachers in the present study regarding the financial support of the drama program most frequently indicated that the program was self-supporting.

Of the factors preventing student participation in co-curricular speech/drama activities, the one most often cited was not enough student time and not enough teacher time. "No program" and "no teacher interest" were cited more frequently with respect to debate than any other activity. Of the co-curricular speech/drama activities for which students miss

class time, debate and drama most often required the student to miss class.

Teacher Profile

Almost one-half of the responding teachers held an English major degree and about one-third held an English minor. Only 42.3% of the respondents reported a speech major and 22.7% reported a speech minor. One-fifth (20.4%) of the respondents held a theatre major; 14.7% held a theatre minor; and less than 5.0% of the respondents reported either a major or minor in radio, television, or film. A slightly higher percent of respondents reported a Master's degree in speech (13.7%) than in English (12.7%). In addition, 9.7% of the respondents held a theatre Master's degree.

Approximately two-thirds of the respondents earned their bachelor's degrees in Illinois colleges or universities as compared to only a little more than one-quarter of the respondents who earned their Master's degrees in Illinois colleges or universities.

The responding teachers reported a large difference in base salaries throughout Illinois in 1973-74. The largest percent of teachers (43.0%) reported that the base salary for a bachelor's degree in their school was \$7,000 to \$8,000 a year. More schools in the northern region of the state than in the

other regions paid a base salary for a bachelor's degree of \$9,000 to \$11,000. The amount of money most frequently paid as a base salary varied from the \$7,000 to \$8,000 range for 62.1% and 48.0% of size 1 and 2 schools, respectively, to the \$9,000 to \$10,000 range for 45.5% of size 6 schools. Of private schools responding, 82.0% paid less than \$8,000, while 54.9% of responding public schools paid more than \$8,000 as the base salary for a bachelor's degree. Almost one-half of the schools responding reported the base salary for a Master's degree to be in the \$8,000 to \$9,000 range.

More respondents held memberships in national and state English associations than memberships in national speech and theatre associations. This seems feasible in that a higher percent of respondents held English majors than speech or theatre majors. Of speech/drama societies, the most popular among respondents was The Illinois Speech and Theatre Association (41.3%), while considerably fewer respondents belonged to either the Speech Communication Association (12.4%) or the American Theatre Association (9.5%).

Of the responding teachers, more (31.0%) subscribed to the National Education Association Journal than to the Illinois Speech and Theatre Association Journal (23.1%) and The Speech Teacher (17.5%).

In a discussion of what factors influence a teacher's decision to favor one given content area within the speech/

drama field, Allen and Willmington (1972) stated that:

A speech communication teacher who is strong in theatre and weak in public and interpersonal communication and mass communication will be likely to emphasize the dramatic rather than the discursive, interpersonal, or media-initiated aspects of human communication. (p. 93)

This idea that teachers instruct in what they like or feel fairly well versed in was supported to some degree in the study. The three courses that most teachers replied they liked to teach were Acting, Oral Interpretation, and Public Speaking. The same three courses were identified as those courses respondents felt they were trained in or qualified to teach.

The five courses respondents taught recently were the basic speech course (81.7%), English (55.2%), Acting (44.3%), Public Speaking (37.3%), and Oral Interpretation (28.5%). Most of the teachers considered their undergraduate preparation to teach speech/drama good or at least adequate.

Of the teachers responding, approximately one-third (34.5%) had served as a supervising teacher for a student teacher. According to 68.1% of the responding teachers who had had a student teacher, the student teachers displayed more theoretical knowledge than practical knowledge.

Facilities and Equipment

The final research question dealt with the availability and condition of facilities and equipment for speech/drama

education. Generally, the results to this research question have shown that teachers of speech and drama teach in facilities not specifically designed for the instruction of speech/drama.

Less than one-half of the responding schools had a special physical location for speech. Respondents in 37.3% of the schools reported that there were moveable seats in the room, while less than one-half (48.3%) reported that there was a speaker's lectern. Many of the schools that had no special equipment or furnishings in the room for speech were those with smaller enrollments. Balcer and Seabury (1965) described the need for speech facilities:

In many of our new and very modern school buildings, little or no provision has been made for the special needs of a classroom in which speech can be taught best. School planners recognize the need for classrooms designed especially for effective teaching of such subjects as household arts, science, music, and health and physical education. School principals assign teachers of these subjects to classrooms designed to serve their special teaching needs. School planners and principals are recognizing increasingly, even if slowly, the kind of classroom which can serve the teaching of speech most effectively. (p. 269)

Some schools have a special location for teaching drama. Most schools (57.5%) reported that a regular classroom was used for teaching drama; 23.8% reported using an auditorium/theatre; and 18.5% used a multi-purpose room. A multi-purpose room was used for drama classes most frequently in schools with less than 500 students, whereas schools with large enrollments

most often had specialized facilities. Although the multi-purpose room is often unsuitable to be used for regular instruction in drama, it is sometimes justified by budget limitations. Robinson (1964) stated,

It is generally agreed by educators that the multi-purpose room is defensible only as a basis of economy and even then only as a result of 'dire poverty' or emergency conditions. (p. 215)

Robinson further contended, "Good teaching of theatre depends as much upon good spaces well equipped as does the good teaching of chemistry or of internal combustion engines" (p. 66).

The schools with smaller enrollments again seemed to lack specialized facilities for play production and performance. Whereas the schools with larger enrollments used an auditorium/theatre for play production and performance, the schools with smaller enrollments typically used a gymnasium. One of the problems most frequently cited by responding teachers was the incompatibility of the "gymnasium" for sports and drama. Robinson (1964) noted, "Both athletics and theatre arts are after-school activities, and both need the use of the same space at the same time" (p. 215).

Results from this study indicated that most of the facilities that are used in Illinois high schools for play production and performance are ill equipped. With the exception of equipment for dimming lights, follow-spots, and a stock of stage scenery, equipment for drama productions was available in

less than 50% of the high schools. Generally, the larger schools and the private schools more frequently reported having equipment for dramatic productions.

More than two-thirds of responding teachers considered the facilities used for speech and drama instruction and for play production inadequate.

Questions for Further Investigation

There are several possible studies which might be designed as a follow-up to the present one. One study might address itself to the question of speech course content, both in the basic speech course and advanced speech/drama courses. In this way, more extensive data might be gathered for use in preparing prospective speech/drama teachers. In addition, an intense, systematic gathering of data from student teachers immediately following their student teaching experience would appear to be valuable. With this information, better and more effective teacher education programs could be developed. Finally, it is hoped that this study will be replicated periodically in order to continue to provide a comprehensive descriptive report of the character and scope of secondary school speech/drama programs in Illinois.

TABLE 1

BREAKDOWN OF RESPONDENTS AND NON-RESPONDENTS
BY REGION, SIZE, AND TYPE

RESPONDENTS			NON-RESPONDENTS		TOTAL
Region	Number	Percent of Total	Number	Percent of Total	
(N) 1	174	46.5	200	53.5	374
(NEC) 2	41	51.9	38	48.1	79
(SEC) 3	39	43.8	50	56.2	89
(SWC) 4	48	50.0	48	50.0	96
(NWC) 5	59	55.7	47	44.3	106
(S) 6	<u>65</u>	44.8	<u>80</u>	55.2	<u>145</u>
Total	426	47.9	463	52.1	889

Size	Number	Percent of Total	Number	Percent of Total	
1	186	40.9	269	59.1	455
2	82	47.7	90	52.3	172
3	44	67.7	21	32.3	65
4	42	57.5	31	42.5	73
5	28	56.0	22	44.0	50
6	<u>44</u>	59.5	<u>30</u>	40.5	<u>74</u>
Total	426		463		889

Type	Number	Percent of Total	Number	Percent of Total	
Public	371	49.5	378	50.5	749
Private	<u>55</u>	39.2	<u>85</u>	60.8	<u>140</u>
Total	426		463		889

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Appendix 1

High School Speech and Drama Survey
of the State of Illinois: 1973/1974

DIRECTIONS

Please place a check next to the answer that is the most applicable to you and your school. On each question, check all items which apply to your teaching situation. Whenever your answer falls into the "other" category, please specify. For purposes of clarification in this survey, curricular courses refer to those occurring during the class period whereas co-curricular refers to a scheduled time in addition to class time for a given activity or any other time spent with an activity. Extra-curricular is considered synonymous with co-curricular for the purpose of this survey.

Please return the completed questionnaire in the business reply envelope attached to: Steven M. Jacobs, P. O. Box 3093, Carbondale, Illinois 62901

GENERAL

1. Name of School: _____
2. Location: City _____ County: _____
3. Position of person answering questionnaire:
___1. Classroom Speech Teacher; ___2. Classroom Drama Teacher; ___3. Classroom English Teacher; ___4. Director of Dramatics; ___5. Director of Forensics; ___6. Principal; ___7. Assistant Principal; ___8. Superintendent; ___9. Other: _____
4. School Enrollment:
___1. 0-499; ___2. 500-999; ___3. 1000-1499; ___4. 1500-1999; ___5. 2000-2499
___6. 2500-up
5. Type of School: (Check all which apply)
___1. Public; ___2. Private; ___3. Parochial; ___4. Co-educational; ___5. Boys only; ___6. Girls only
6. Nature of School's Curriculum:
___1. Grades 7-12; ___2. Grades 8-12; ___3. Grades 9-12; ___4. Grades 10-12;
___5. Other: (Specify) _____

CURRICULUM

Basic Speech Course

1. Does your school offer a basic speech course?
___1. Yes; ___2. No; The specific course title is: _____
Is the course required?
___1. Yes; ___2. No
If a basic speech course is offered but not required, is any other oral communications course required?
___1. Yes; ___2. No; The specific course title is _____

(IF NO BASIC SPEECH COURSE IS REQUIRED, SKIP TO NUMBER 7.)

2. The approximate number of students who enroll in the basic speech course each year is:
___1. 0-10; ___2. 11-24; ___3. 25-50; ___4. 51-100; ___5. 101-200; ___6. 201-300;
___7. 301-400; ___8. 401-500; ___9. 500-up

Curriculum Continued

3. The average class size of the basic speech course is:
 1. 1-8 students; 2. 9-15 students; 3. 16-20 students; 4. 21-25 students
 5. 26-30 students; 6. 30 or more
4. Most students take the basic speech course at what grade level?
 1. 7th; 2. 8th; 3. 9th; 4. 10th; 5. 11th; 6. 12th
5. How long is the basic speech course?
 1. 1/2 semester; 2. 1 semester; 3. full year; 4. one year-every other day; 5. Other: _____
6. How many teachers teach the basic speech course?
 1. One; 2. Two; 3. Three; 4. Four; 5. Five or More

Communication Skills

7. Is some instruction in communications skills normally included in English classes?
 1. Yes; 2. No
 If "Yes", at what grade level(s) do students usually encounter instruction in communication skills in English class? (Check all which apply)
 1. 7th; 2. 8th; 3. 9th; 4. 10th; 5. 11th; 6. 12th
8. Under which of the following general course titles are communication skills taught? (Check all which apply)
 1. Speech; 2. Drama; 3. English; 4. Language Arts; 5. Communications; 6. General Language; 7. Other: _____
9. What percent of total class time is devoted to the following communication skills in the basic speech course and/or English class?

	PERCENT OF TIME							
	0-10%		11-14%		15-19%		20% or more	
	Spch.	Eng.	Spch.	Eng.	Spch.	Eng.	Spch.	Eng.
Communication Theories and Models								
Verbal/Non-verbal Communication								
Listening								
Organization of ideas								
Problem-solving								
Interpersonal/Intrapersonal								
Other:								

Advanced Course Offerings

10. Does the school offer any advanced Speech/Drama courses in the daily curriculum? ("Advanced" refers to courses other than an English class or the basic speech course)
 1. Yes; 2. No
 (IF "NO", SKIP TO NUMBER 16.)
 Which classes?
 1. Speech; 2. Public Speaking; 3. Discussion; 4. Debate; 5. Oral Interpretation; 6. Broadcasting (Radio, TV, Film); 7. Persuasion; 8. Mass Media; 9. Interpersonal Communication; 10. Technical Theatre; 11. Acting; 12. Directing; 13. Theatre History
 Any additional courses in Speech/Drama? (Please specify titles)
 1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

(CONTINUED ON NEXT PAGE)

Curriculum Continued

11. The total number of teachers who have responsibility for teaching advanced classes is:
 1. None; 2. One; 3. Two; 4. Three; 5. Four; 6. Five; 7. Six;
 8. Seven; 9. Eight; 10. Nine or More
12. The approximate number of students who will have had any advanced courses during this school year is: (Put approximate number in blank.)
 1. 1-30; 2. 31-50; 3. 51-75; 4. 76-100; 5. 101-150; 6. 151-200;
 7. 201-250; 8. 251-300; 9. 300-up
13. The average size of an advanced speech or drama class is:
 1. 1-8 students; 2. 9-15 students; 3. 16-20 students; 4. 21-25 students;
 5. 26-30 students; 6. 30 or more
14. Advanced speech and/or Drama classes: (Check all which apply.)
 1. Are elective; 2. Are required; 3. Are elective with graduation credit;
 4. Can be substituted for one or more English credits.
15. For the most part, advanced Speech and/or Drama classes meet for:
 1. 1/2 Semester; 2. 1 Semester; 3. Full year; 4. One year-Every other day; 5. Other: _____
16. Are any of the Speech/Drama classes in the school offered on either a pass/fail or credit/no credit basis?
 1. Yes; 2. No
 Does the pass/fail or credit/no credit also apply to any of the "performance" oriented classes in Speech or Drama? (i.e. Acting, Public Speaking, Oral Interpretation)
 1. Yes; 2. No
17. Which of the following advanced courses do you like to teach?
 1. Public Speaking; 2. Discussion; 3. Debate; 4. Oral Interpretation;
 5. Interpersonal Communication; 6. Radio/TV/Film; 7. Acting; 8. Directing;
 9. Technical Theatre; 10. Theatre History; 11. Mass Media; 12. Persuasion
 Which are you trained in or qualified to teach?
 1. Public Speaking; 2. Discussion; 3. Debate; 4. Oral Interpretation;
 5. Interpersonal Communication; 6. Radio/TV/Film; 7. Acting; 8. Directing;
 9. Technical Theatre; 10. Theatre History; 11. Mass Media; 12. Persuasion
18. As part of a Speech/Drama class, or co-curricular activity, in which of the following activities do the students participate?
 1. A program presented to an elementary school; 2. Presentations to local clubs, civic, or community groups;
 3. Programs utilizing a theme in conjunction with a particular class; 4. Presentations for other classes in the school;
 5. No activities; 6. Other: _____
19. What Speech courses does your school offer that are innovative and "related to the times"? (i.e. "Black Rhetoric", "Mass Media", "Interpersonal Communication", "Radio/TV", etc. Specify Names.)
 1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____
20. What activities have you added to any of your Speech/Drama classes in the past two years to "humanize" your students learning experience? (i.e. Sensory awareness, excercises, movement, etc.)
 1. _____ 3. _____
 2. _____ 4. _____

(PLEASE TURN OVER)

21. Which of the following techniques do you feel is the most effective overall learning method for students in Speech or Drama classes?
 1. Individualized instruction or coaching; 2. Performance in front of peers;
 3. Group Work; 4. Self-development; 5. Other: _____
 Which of the following are presently being included as methods of teaching in your Speech/Drama classes?
 1. Individualized instruction or coaching; 2. Performance in front of peers;
 3. Group work; 4. Self-development; 5. Contract grading; 6. Other: _____
22. What are the names and authors of the textbooks you utilize in Speech/Drama classes or Speech units in English? (INDICATE NAME OF CLASS)
- Do you use more than one textbook in any of your classes?
 1. Yes; 2. No
 Students acquire their textbooks:
 1. By purchase; 2. By rental; 3. through the school; 4. Other: _____
23. Who is responsible for selecting texts for use in the classroom? (Check all which apply.)
 1. The teacher; 2. Department Chairman; 3. Group of Teachers; 4. Principal
 5. School Board; 6. Parents; 7. Community groups
24. Who makes the initial suggestion as to which Speech courses are included in your school's curriculum?
 1. The teacher; 2. Department Chairman; 3. Group of teachers;
 4. Principal; 5. School Board; 6. Parents; 7. Community groups
25. Who dictates the content and objectives for the Speech/Drama curriculum offerings?
 1. Teacher; 2. Previous teacher; 3. Department Chairman; 4. Group of Teachers; 5. Principal; 6. Other: _____
26. Are there specific course descriptions and objectives written for the school's Speech/Drama curriculum offerings?
 1. Yes; 2. No

CO-CURRICULAR

1. Which of the following co-curricular Speech/Drama activities does your school offer? (Where applicable, please specify the approximate number of times each activity is offered during the school year.)
 1. Individual speech events; 2. Debate; 3. Readers Theatre; 4. One-Act Plays; 5. Full-length plays; 6. Entering Dramatic Festivals; 7. Variety Shows; 8. Taking a play on tour; 9. Summer Theatre Workshop Productions; 10. Operatta; 11. Creative Dramatics; 12. Radio Station; 13. Other: _____; 14. No Activities
- (IF YOUR SCHOOL OFFERS NO ACTIVITIES, SKIP TO NUMBER 15.)
2. In the area of IHSA Speech contests and festivals, which of the following events do students in the school enter?
 1. Dramatic Interpretation; 2. Humorous Interpretation; 3. Dramatic Duet Acting; 4. Humorous Duet Acting; 5. Original Comedy; 6. Verse Reading; 7. Prose Reading; 8. Extempore Speaking; 9. Oratorical Declamation; 10. Special Occasion Speaking; 11. Radio Speaking; 12. Oratory; 13. Readers Theatre; 14. Debate; 15. Dramatics; 16. Other: _____

Co-Curricular Continued

3. In the area of non-IHSA Speech contests and festivals, which of the following events do students in the school enter?
 ___1. Improvised Duet Acting; ___2. Improvised Solo Acting; ___3. Impromptu Speaking;
 ___4. Television Speaking; ___5. Discussion; ___6. Student Senate; ___7. Other:

4. On which level does your school participate in competitive Speech festivals and tournaments?
 ___1. National (NFI and others); ___2. IHSA eliminations (District, Sectional, and State finals); ___3. All others (Not including State and national participation)

5. In the area of Debate activities, which of the following contests does your school participate in?
 ___1. IHSA elimination contests; ___2. National contests; ___ Practice contests;
 ___4. All others (All state and national contests)

6. Does your school participate with other secondary schools in non-competitive dramatic festivals?
 ___1. Yes; ___2. No

7. On a yearly basis, what is the approximate amount of class time that a student who participates in the following activities will miss? (Include attendance at contests, festivals, etc.)

	0	1%-5%	6%-10%	11%-15%	16% or more
Individual Speech Events					
Readers Theatre					
Debate					
Dramatics					

8. If you, as a Speech/Drama teacher, were able to isolate one single factor that prevents participation by students in the following activities, what would it be?

	No Program	No Money	No Student Interest	No Teacher Interest	Not enough Student or Teacher Time
Individual Speech Events					
Readers Theatre					
Debate					
Dramatics					

9. What is the frequency with which students are given the opportunity to:
- | | Frequently | Occasionally | Never |
|--|------------|--------------|-------|
| Plan contests? | | | |
| Run contests? | | | |
| Critique fellow participants? | | | |
| Judge debate tournaments? | | | |
| Direct plays? | | | |
| Compile scripts? | | | |
| Design settings, lighting, etc. for productions? | | | |
| Produce "on stage" any original scripts they have written? | | | |

Co-Curricular Continued

10. Check the average number of the following co-curricular productions presented annually by your school:

	0	1	2	3	4	5 or more
Musicals	___	___	___	___	___	___
Full-length plays	___	___	___	___	___	___
One-Act Plays	___	___	___	___	___	___
Readers Theatre	___	___	___	___	___	___
Plays for pre-school audience	___	___	___	___	___	___
Other: _____	___	___	___	___	___	___

11. What is your school's average yearly budget for Speech and Drama contests and festivals?

	up to \$500	\$501-\$1000	\$1001-\$1500	\$1501-\$2000	\$2001-\$2500	\$2501-\$3000	\$3001-\$4000	\$4001-up
Individual Speech Events	_____	_____	_____	_____	_____	_____	_____	_____
Readers Theatre	_____	_____	_____	_____	_____	_____	_____	_____
Debate	_____	_____	_____	_____	_____	_____	_____	_____
Dramatics	_____	_____	_____	_____	_____	_____	_____	_____

12. What is your schools average production expense budget for musical and non-musical plays?

	0-\$150	\$151-\$300	\$301-\$500	\$501-\$1000	\$1001-\$2500	\$2501-\$3000	\$3001-\$3500	\$3501-\$4000	\$4001-Up
Musicals	_____	_____	_____	_____	_____	_____	_____	_____	_____
Non-Musicals	_____	_____	_____	_____	_____	_____	_____	_____	_____

13. Do any profits from a play performance normally go back into the school drama program?
 ___ 1. Yes; ___ 2. No.

14. Which of the following sources provide the financial support for your drama program?
 ___ 1. School budget; ___ 2. Admission receipts; ___ 3. Donations; ___ 4. Student fees;
 ___ 5. Student money drives; ___ 6. Other: _____

15. Does your school district sponsor any classes in dramatics for elementary school children?
 ___ 1. Yes; ___ 2. No

16. Does your school have a student stage crew who performs the technical work for your theatre and/or auditoriums?
 ___ 1. Yes; ___ 2. No

Approximate number?
 ___ 1. One-Two; ___ 2. Three-Four; ___ 3. Five-Six; ___ 4. Seven-Eight; ___ 5. Nine-Ten;
 ___ 6. Eleven or More

17. The total approximate number of students who will have participated in co-curricular Speech and Drama activities during the 1973-1974 school year is:

___ 1. 0-10; ___ 2. 11-20; ___ 3. 21-30; ___ 4. 31-40; ___ 5. 41-50; ___ 6. 51-75;
 ___ 7. 76-100; ___ 8. 101-150; ___ 9. 151-200; ___ 10. 201-More

18. Which of the following high school Speech or Drama organizations does your school participate in?

___ 1. National Forensic League; ___ 2. Illinois High School Association; ___ 3. National Thespan Society; ___ 4. None; ___ 5. Other: _____

19. The total number of faculty involved in co-curricular Speech/Drama activities is:

___ 1. None; ___ 2. One; ___ 3. Two; ___ 4. Three; ___ 5. Four; ___ 6. Five; ___ 7. Six;
 ___ 8. Seven; ___ 9. Eight; ___ 10. Nine or more

Any non-faculty?

___ 1. None; ___ 2. One; ___ 3. Two; ___ 4. Three; ___ 5. Four; ___ 6. Five; ___ 7. Six;
 ___ 8. Seven; ___ 9. Eight; ___ 10. Nine or more

TEACHER

1. Which of the following Speech/Drama courses have you taught in the last several years?

 1. Basic Speech course; 2. Public Speaking; 3. Debate; 4. Oral Interpretation; 5. Mass Media; 6. Radio-Television; 7. English; 8. Technical Theatre; 9. Acting and/or Directing; 10. Other: _____

2. Check the undergraduate major and minor of your bachelor's degree. If you have a Master's degree or Doctorate, check the area of concentration.

	<u>Bachelor's Degree</u>		<u>Masters</u>	<u>Doctorate</u>
	<u>Major</u>	<u>Minor</u>		
A. Speech	___	___	___	___
B. Theatre	___	___	___	___
C. English	___	___	___	___
D. Education	___	___	___	___
E. Communications (Radio, TV, Film)	___	___	___	___
F. Other: _____	___	___	___	___

3. Check the total number of faculty members who have a Speech major or minor and/or a Theatre major or minor:

	0	1	2	3	4	5	6	7	8	9
Speech Major	___	___	___	___	___	___	___	___	___	___
Speech Minor	___	___	___	___	___	___	___	___	___	___
Theatre Major	___	___	___	___	___	___	___	___	___	___
Theatre Minor	___	___	___	___	___	___	___	___	___	___

4. How many teachers in your school teach only curricular Speech or Drama and their related areas?

 1. None; 2. One; 3. Two; 4. Three; 5. Four; 6. Five; 7. Six; 8. Seven; 9. Eight or more

5. The total number of teachers who are not certified with either a Speech major or minor and are currently teaching curricular speech is:

 1. None; 2. One; 3. Two; 4. Three; 5. Four; 6. Five or more

6. The total number of teachers who have a Speech major or minor and/or a Theatre major or minor and are currently handling co-curricular Speech activities is: (Activities refers to contest work, play directing, etc.)

	0	1	2	3	4	5	6	7	8	9
Speech Major	___	___	___	___	___	___	___	___	___	___
Speech Minor	___	___	___	___	___	___	___	___	___	___
Theatre Major	___	___	___	___	___	___	___	___	___	___
Theatre Minor	___	___	___	___	___	___	___	___	___	___

7. Faculty members handling co-curricular speech activities who have neither a major or minor were selected because: (Check all which apply)

 1. Teacher had some college course work; 2. Teacher had some college speech activity; 3. Teacher had some unusual interest in the activity; 4. Teacher selected by the students; 5. Teacher offered services

8. The average class load in Speech carried by a Speech/Drama teacher at your school is:

 1. 3 classes; 2. 4 classes; 3. 5 classes; 4. 6 classes; 5. 7 classes

9. Most teachers who work with co-curricular Speech/Drama activities receive a class load credit in the following amounts:

 1. None; 2. One class; 3. Two classes; 4. Three classes; 5. Four classes

10. Do the teachers in the school receive additional salary payments for working with co-curricular activities?
 1. Yes; 2. No
 If "Yes", what is the payment and for what activity?
-

11. The current base salary for a Bachelor's and for a Master's without experience is:
- | | Bachelor's | Master's | | Bachelor's | Master's |
|----------------------|------------|----------|----------------------|------------|----------|
| 1. \$6,000-\$7,000 | _____ | _____ | 6. \$11,000-\$12,000 | _____ | _____ |
| 2. \$7,000-\$8,000 | _____ | _____ | 7. \$12,000-\$13,000 | _____ | _____ |
| 3. \$8,000-\$9,000 | _____ | _____ | 8. \$13,000-\$14,000 | _____ | _____ |
| 4. \$9,000-\$10,000 | _____ | _____ | 9. \$14,000-\$15,000 | _____ | _____ |
| 5. \$10,000-\$11,000 | _____ | _____ | 10. \$15,000-UP | _____ | _____ |

12. What educational level in Speech/Drama have you achieved? (ALL HOURS ARE SEMESTER)
 1. Bachelor's; 2. Bachelor's plus 16 hours; 3. Master's; 4. Master's plus 32 hours; 5. Doctorate

13. How many years teaching experience do you have?
 1. One-Two; 2. Three-Four; 3. Five-Six; 4. Seven-Eight; 5. Nine-Ten;
 6. Eleven-Fifteen; 7. Sixteen-Twenty; 8. Twenty-One to Twenty-Five
 9. Twenty-Six to Thirty 10. Thirty-One or More

14. Which of the following degrees did you earn in Illinois?
 1. Bachelor's; 2. Master's; 3. Doctorate 4. None (Specify which state and which degree)
-

15. To which of the following professional organizations do you belong?
 1. Speech Communication Association; 2. Illinois Speech and Theatre Association;
 3. American Theatre Association; 4. Illinois Theatre Association; 5. American Forensic Association;
 6. Central States Speech Association; 7. National Education Association; 8. Illinois Educational Association; 9. National Council of Teachers of English;
 10. Illinois Association of Teachers of English;
 11. Other: _____

If you are not a member of any of these organizations, what is your reason for not joining one?

16. Do you subscribe to any of the following journals?
 1. Quarterly Journal of Speech; 2. Speech Teacher; 3. Speech Monographs;
 4. The Kappan; 5. National Educational Association Journal; 6. Illinois Speech and Theatre Journal;
 7. Secondary School Theatre Journal
 8. Other: _____
-

17. Have you ever requested or been assigned a student teacher in Speech or Drama?
 1. Yes; 2. No
 (If "No", skip to Number 21.)

18. To what degree did you find that the student teacher was adequately or inadequately prepared to teach your Speech/Drama courses? (Circle your choice)
 Inadequately prepared 1 2 3 4 5 Adequately prepared

19. Do you find, for the most part, that student teachers display more of a theoretical knowledge as opposed to a practical knowledge?
 1. Yes; 2. No

20. Which of the following areas do you feel student teachers have been inadequately prepared in?
 1. Maintaining Discipline; 2. Stimulating low ability students; 3. Assigning grades;
 4. Critiquing speeches; 5. Using audio-visual materials; 6. Locating resource material;
 7. Other: _____

Teacher Continued

21. How would you rate the quality of your undergraduate preparation to teach Speech/Drama? (Circle your choice)
 Poor 1 2 3 4 5 Good
22. In your opinion, the most severe problem facing today's high school Speech/Drama teacher is: (Rank in order)
 ___ 1. Disciplining of students; ___ 2. Too much work for one person; ___ 3. Academically deficient students; ___ 4. Lack of student interest; ___ 5. Poor facilities; ___ 6. Lack of support from administrators; ___ 7. Other: _____
23. How do you view the purpose of Speech/Drama Education in the high school? (Check which you feel is the most important or write in your own.)
 ___ 1. To expose students to the impact of mass media on our culture and to understand the process of communication; ___ 2. To learn communication theory; ___ 3. To teach the student to communicate effectively; ___ 4. Develop a student's skill for public performance; ___ 5. to develop skills of critical listening and effective thinking; ___ 6. Additional comments: _____
-
24. Do you support Speech/Drama contest work or prefer the festival approach? (Circle your choice)
 Support Contests 1 2 3 4 5 Support Festivals
25. How would you rate the school administrations overall support of both the curricular and co-curricular Speech/Drama program? (Circle your choice.)
 Does not support 1 2 3 4 5 Supports
 Do parents support the program?
 Do not support 1 2 3 4 5 Support
 Do students support the program?
 Do not support 1 2 3 4 5 Support
26. The administration of this school feels:
 ___ 1. Speech education is an important aspect of our curriculum; ___ 2. Speech skills should be taught in speech classes; ___ 3. Speech skills should be taught in English classes; ___ 4. Speech skills should be taught in an integrated language arts class; ___ 5. Speech skills should be taught by teachers specifically trained; ___ 6. Speech education should be required of all high school students; ___ 7. Speech contests are an important asset to our curriculum; ___ 8. Please add any other comments which are appropriate: _____
-
27. Has the Speech/Drama curriculum had specific evaluations by OSPI and/or the North Central Association in the last three years?
 ___ 1. Yes; ___ 2. No
 If evaluations were written, was there a follow-through on the recommendations?
 ___ 1. Yes; ___ 2. No

FACILITIES AND EQUIPMENT

1. Does the high school have a special location for Speech courses?
 ___ 1. Yes; ___ 2. No
 If "Yes", indicate which of the following equipment is in the room or is easily available:
 ___ 1. Movable platforms or risers; ___ 2. Movable seats; ___ 3. Simple lighting equipment; ___ 4. Speaker's lectern

(PLEASE TURN OVER)

2. Which of the following do you have access to for use in Speech/Drama Education?
 ___1. Video-Tape Recorder; ___2. Tape Recorder; ___3. Film Projector; ___4. Slide Projector; ___5. Movie Cameras for Film production; ___6. Overhead and opaque projectors.
3. If your school has specific radio broadcast facilities, check all which apply:
 ___1. Broadcast capabilities to the community; ___2. Broadcast capabilities to the school (P. A. system, etc.); ___3. Teletype machine; ___4. Tape Recorder; ___5. Record turntable; ___6. Tape editing equipment
4. Which of the following facilities does your school use for theatre class(es)?
 ___1. Special theatre classroom; ___2. Regular classroom; ___3. Auditorium/theatre used primarily for performing arts; ___4. Multi-purpose auditorium, cafeteria/auditorium, gymnasium/auditorium; ___5. Other: _____; ___6. We offer no theatre classes.
5. Which of the following facilities are used for play production and performance?
 ___1. Auditorium/Theatre; ___2. Multi-purpose Auditorium; ___3. Little Theatre; ___4. Cafeterium (Cafeteria/Auditorium); ___5. Gymnatorium (Gymnasium/Auditorium); ___6. Special Theatre classroom; ___7. Other: _____
6. Of the following, which are included in your facilities for play production and performance?
 ___1. Equipment for dimming lights; ___2. Twelve or more spotlights; ___3. Follow Spot; ___4. Equipment for flying scenery and drops; ___5. Total wing space approximately equal in area to stage space; ___6. "Stock" of platforms, flats, and other stage scenery units; ___7. Scenery and properties construction shop; ___8. Scenery and Properties storage space; ___9. Costume storage space; ___10. Dressing rooms
7. How many years ago was your principal facility for theatrical productions constructed or major renovation performed?
 ___1. 1-4 years; ___2. 5-9 years; ___3. 10-14 years; ___4. 15-19 years; ___5. 20-29 years; ___6. 30 or more years; ___7. Presently under construction or renovation
8. Do you feel that your present facilities are adequate for the type of performances your school does?
 ___1. Yes; ___2. No
 If "No", what do you feel is your most pressing need to improve the facilities:

Please return the questionnaire in the business reply envelope attached to:

Steven M. Jacobs
 P. O. Box 3093
 Carbondale, Illinois 62901

If you would like a copy of the results of the survey, please write the name and address of where you would like them sent.

Appendix 2

Southern Illinois
University

CARBONDALE, ILLINOIS 62901

April 15, 1974

Dear Speech/Drama Instructor:

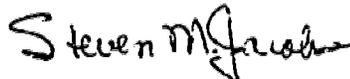
At a time when funds are getting tighter and administrators are questioning the goals of the Speech and Drama curricula in our high schools, many teachers find themselves in the position of justifying the worth of their programs as being comparable in purpose, content, and quality to any other area of instruction. In order to permit the development of more effective programs, or where necessary, initiate new programs, we must know the nature of the present status of Speech and Drama education in Illinois. During the next several months, a study is being conducted that will measure the status of Speech and Drama education in terms of its programs, methods, and materials. This will aid you, the Speech/Drama teacher, so that you may become familiar with what is currently being taught in your state.

In order to compile this vital information, your assistance is necessary. It would be greatly appreciated if you would fill out the enclosed questionnaire. I realize the amount of time you will need to fill out this questionnaire, but without your efforts this state-wide survey will not be possible. Because the validity of this survey depends on the number of schools who respond, your response is critical whether or not your school has a program in Speech and Drama.

Please fill out and return the enclosed questionnaire as soon as possible, hopefully within the next three weeks. A copy of the results will be sent sometime over the summer to all teachers requesting them. In addition, the results will be presented at the Illinois Speech and Theatre Association Convention in November.

I do sincerely appreciate your cooperation in this vital project. Only with your assistance can we truly dedicate this project to the improvement of all Speech and Drama programs for our students in the State of Illinois.

Sincerely yours,

Steven M. Jacobs
Department of Speech

