

A SURVEY OF SPEECH AND THEATRE PROGRAMS
IN THE IOWA HIGH SCHOOLS

by

ROBERT CHARLES DAVIDSHOFER

B. A., Loras College, 1959

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARTS

Department of Speech

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1976

Approved by:

Harold J. Nichols
Major Professor

LD
2668
R4
1976
D38
C.2
Document

806

I N T R O D U C T I O N

The purpose of this report is to investigate the speech and drama programs that are presently in existence in the Iowa high schools. It is hoped that some conclusions may be drawn from this report as to various trends in the programs, and that the conclusions may give some information that will be useful in implementing the various programs. A survey form was sent to 485 high schools with 317 (65.4%) returning it. A copy of this survey form is included as Appendix A. Of the total returned, there were 124 schools with an enrollment of 250 or less, 128 with an enrollment of 251-500, 29 with an enrollment of 501-750, and 36 schools with an enrollment over 750. From the data gathered, an attempt will be made to evaluate the programs. The following schools responded:

Ackley-Geneva
Adel
Akron
Albert City-Truesdale
Alburnett
Alden
Allison-Bristow
Algona
Alta
Amana
Ames
Andrew
Ankeny
Anita
Aplington

Ar-We-Ha
Atlantic
Audubon
Aurelia
Avo-Ha
Ayrshire
B G M
Ballard
Bancroft
Beckman
Bedford
Belle Plaine
Bellevue Marquette
Belmond
Benton Community

| | |
|-------------------------|------------------------|
| Bettendorf | Dallas Center |
| Blakesburg | Davenport Assumption |
| Bondurant-Fairrar | Davenport Central |
| Boone | Davenport West |
| Boone Valety | Davis County |
| Breta St. Bernard | Decorah |
| Britt | Deep River-Millersburg |
| Burt | Des Moines Hoover |
| Calamus | Des Moines North |
| Cascade | Des Moines Tech |
| Cardinal | Dexfield |
| Carlisle | Diagonal |
| Carroll Kuemper | Dike |
| Cedar Falls | Dows |
| Cedar Rapids Kennedy | Dubuque Hempstead |
| Cedar Rapids Jefferson | Dubuque Senior |
| Cedar Rapids Prairie | Dubuque Wahlert |
| Cedar Rapids Regis | Dunlap |
| Cedar Rapids Washington | Durant |
| Cedar Valley | Eagle Grove |
| Center Point | Earlham |
| Centerville | East Buchanan |
| Central City | East Central |
| Central Clayton | East Greene |
| Central Community | East Waterloo |
| Central Lyon | Eastern Allamakee |
| Central Webster | Elkhorn |
| Chariton | Eldora |
| Charles City | English Valleys |
| Charter Oak | Fairfield |
| Cherokee | Farrigut |
| Clarinda | Fayette |
| Clarion | Floyd Valley |
| Clay Central | Fonda |
| Clear Creek | Fort Dodge |
| Clear Lake | Fort Dodge St. Edmonds |
| Clemme | Fort Madison |
| Clinton | Fort Madison Aquinas |
| Colfax | Forest City |
| Colo | Fox Valley |
| Coon Rapids | Fremont Mills |
| Columbus Community | Galva |
| Corning | Garnavillo |
| Corwith-Wesley | Garwin |
| Council Bluffs Abraham | George |
| Lincoln | Gilmore City-Bradgate |
| Council Bluffs Thomas | Gladbrook |
| Jefferson | Glenwood |
| Cresco Notre Dame | Glidden-Ralston |
| Crestland | Goldfield |
| Creston | Gooselake |
| Crestwood | Grand Community |

Grand Valley
 Grandville Spaulding
 Graettinger
 Green Mountain
 Greene
 Greenfield
 Griswold
 Grundy Center
 Guttenberg
 H L V
 Hamburg
 Hampton
 Harlan
 Havelock-Plover
 Hedrick
 Hartley
 Hubbard
 Humboldt
 Independence
 Independence St. Johns
 Indianola
 Iowa City High
 Iowa City Regina
 Iowa Falls
 Iowa Juvenile Home
 Irwin
 Janesville
 Jesup
 Johnston
 Kanawha
 Keota
 Kingsley-Pierson
 L D A
 L V A Community
 Lake Mills
 Lamoni
 La Porte City
 La Salle
 Lawton-Bronson
 Le Mars
 Le Mars Gehlen
 Lincoln-Gruver
 Lincoln of Stanwood
 Linn-Mar
 Little Rock
 Logan-Magnolia
 LuVerne
 M F L
 Madrid
 Malvern
 Manning
 Manson

Maple Valley
 Maquoketa
 Maquoketa Valley
 Marathon
 Marion
 Mason City
 Marshalltown
 Maurice-Orange City
 Meservey-Thornton
 Midland
 Mid-Prairie
 Mingo
 Montezuma
 Monticello
 Morning Sun
 Mount Ayr
 Mount Pleasant
 Murray
 Muscatine
 Nevada
 New Hampton
 New Hartford
 New London
 New Market
 New Monroe
 New Providence
 Newton
 North Linn
 North Mahaska
 North Scott
 North Tama
 North Winneschick
 Northeast Hamilton
 Northern University High
 Norwalk
 Northwestern Webster
 Norway
 Northwood-Kensett
 Oakland
 Odebolt-Arthur
 Osage
 Oskaloosa
 Ottuma
 Oxford Junction
 Palmer
 Paullina
 Panora-Linden
 Parkersburg
 Pekin
 Pella
 Pella Christian
 Perry

Pomeroy
Postville
Prairie City
Prescott
Preston
Radcliffe
Red Oak
Reinbeck
Remsen St. Marys
Remsen-Union
Riceville
Ringstead
Rockford
Rockwell City
Russell
Roland-Story
Sac City
Saint Ansgar
Sanborn
Schaller
Scranton
Semco
Sergeant Bluffs
Shelby
Shullsburg
Sidney
Sigourney
Sioux City Heelan
Sioux Rapids
Solon
South Clay
South Page
South Winneschiek
Storm Lake St. Marys
Stratford
Stuart-Menlo
Sutherland
Terril
Thompson
Tipton
Titonka

Treynor
Tri-County
Truro
Turkey Valley
Twin-Cedars
Twin-Rivers
United Community
Unity Christian
Urbana
Urbandale
Valley High
Van Buren
Van Meter
Ventura
Walnut
Wapello
Washington
Waukee
Waukon
Waverly-Shell Rock
Wellsburg
West Bend
West Branch
West Burlington
West Central
West Dubuque
West Lyon
West Marshall
West Sioux
West View
Westfield
Westwood
Whiting
Williamsburg
Wilton
Winfield-Mt. Union
Winterset
Woden-Crystal Lake
Woodbine
Woodward-Granger

The questionnaire that was sent to the 485 schools was quite detailed. Since the report does not cover the questions in the same order that they were on the questionnaire, the following outline will be used as the format for the report.

I. Course Offerings

- A. Basic Speech
- B. Advanced Speech
- C. Beginning Theatre
- D. Advanced Theatre
- E. Stagecraft

II. Production Schedule

- A. Number of Productions for which Admission is Charged
- B. Budget Allocated for Theatrical Productions
- C. Financial Compensation for Speech & Drama Activities
- D. Types of Productions
 - 1. Frequency of Musical Productions
 - 2. Schedule of One-Act Productions
- E. Successful Productions
 - 1. Non-musical (most successful in terms of audience response)
 - 2. Non-musical (most successful in terms of an aesthetic experience for the students involved in the production)
 - 3. Musical
- F. Faculty Involvement in Stage Productions

III. Facilities and Equipment Utilized by the Department for use in Instruction and Performances

A. Facilities

1. Type of Facility used for Theatre Classes
2. Type of Facility used for Theatrical Performances

B. Equipment

1. Lighting
 - a. Ellipsoidals
 - b. Fresnels
 - c. Dimming Equipment
2. Scene Shop
3. Storage Space
4. Dressing Rooms
5. Description of Stage Area
 - a. Available Fly Space
 - b. Wing Space

IV. Training of Speech and Drama Personnel

- A. Highest Degree Attained
- B. Institution From Which Degree was Attained
- C. Major Area of Concentration
- D. Years of Involvement in High School Speech and Drama
- E. Areas of Drama Involvement While Attending College
- F. Theatre Productions Attended During a Given Year

- V. Courses Taught By Person Answering the Questionnaire
 - A. Speech Courses
 - B. Theatre Courses
 - C. English Courses
 - D. Other Courses
- VI. Interdepartmental Relationships
 - A. Relationship Between the Drama Department and Other Departments
 - B. Department with which Most Conflicts Exist
- VII. Recommendations for Improvement of Theatre Programs at Specific Schools

BASIC SPEECH COURSE

This section surveys the basic speech course that is being taught in the various Iowa high schools. It is intended to answer the following questions:

1. Is the course being taught on a full year, half year, or less than a half year basis?
2. What amount of time is given to the basic speech class each week?
3. How large are the basic speech classes?
4. Is academic credit given for these classes?

Chart 1-A Length of the Basic Speech Course

| | School Size | | | |
|-------------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 18 | 12 | 3 | 4 |
| Semester course | 79 | 98 | 20 | 23 |
| Less than one semester course | 10 | 11 | 6 | 7 |
| No course taught | 17 | 7 | 0 | 2 |

(The above, as in all future A charts, will represent the raw data received or the total number of schools responding in each group)

Chart 1-B Length of the Basic Speech Course Expressed
as a Percentage

| | School Size | | | |
|----------------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 14.5 | 9.4 | 10.3 | 11.1 |
| Semester course | 63.7 | 76.6 | 68.9 | 63.9 |
| Less than one semester course | 8.1 | 8.6 | 20.7 | 19.4 |
| No course taught | 13.7 | 5.5 | 0 | 5.6 |

(The percentages in this and all other B charts were found by dividing the raw data in Chart A by the number of schools in each size classification)

When the figures from all size classifications are combined, the results show that only 11.7% of the schools in Iowa have a full year speech course in their curriculum. Approximately 70% of the schools have at least a one semester course, and only 5% of the total schools offer no speech course at all. (These percentages were found by dividing the total responses [all 4 classes] by the total number of schools responding to the questionnaire. This same procedure will be used for all summary statements in the report.)

Chart 2-A Amount of Time Basic Speech is Taught Each Week

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 4 | 5 | 0 | 0 |
| Two hours | 6 | 6 | 1 | 2 |
| Three hours | 15 | 8 | 1 | 5 |
| More than three hours | 82 | 102 | 27 | 29 |

Chart 2-B Amount of Time Basic Speech is Taught Each Week
Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 3.7 | 4.1 | 0 | 0 |
| Two hours | 5.6 | 5.0 | 3.4 | 5.6 |
| Three hours | 14.0 | 6.6 | 3.4 | 13.9 |
| More than three hours | 76.6 | 84.3 | 93.1 | 80.6 |

The results of the survey show that 82.5% of the schools offering basic speech have more than three hours of class time allotted to it each week.

Chart 3-A Size of the Basic Speech Classes

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 30 | 9 | 0 | 1 |
| 11-20 Students | 60 | 77 | 17 | 12 |
| 21-30 Students | 14 | 34 | 12 | 21 |
| More than 30 Students | 3 | 1 | 0 | 0 |

Chart 3-B Size of the Basic Speech Classes Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 28.0 | 7.4 | 0 | 2.9 |
| 11-20 Students | 56.1 | 63.6 | 58.6 | 35.3 |
| 21-30 Students | 13.1 | 28.1 | 41.4 | 61.8 |
| More than 30 Students | 2.8 | .1 | 0 | 0 |

The results of the survey show that 57.0% of the schools have an average class size of 11-20, 27.8% have 21-30, 13.7% have 1-10, and only 1.4% have 30 or more students. As far as academic credit is concerned, 282 of the 291 schools that offer Basic Speech said that full credit was given to this class.

ADVANCED SPEECH COURSE

This section surveys the advanced speech course that is being taught in the various Iowa high schools. The following things were asked on the questionnaire:

1. Is the course being taught on a full year, half year, or less than a half year basis?
2. What amount of time is given to the advanced speech class?
3. How large is this class?
4. Is academic credit given for this class?

Chart 4-A Length of the Advanced Speech Course

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 7 | 5 | 9 | 8 |
| Semester course | 26 | 55 | 18 | 17 |
| Less than semester course | 3 | 5 | 1 | 5 |
| No course taught | 88 | 63 | 1 | 6 |

Chart 4-B Length of the Advanced Speech Course Expressed as a Percentage

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 5.6 | 3.9 | 31.0 | 22.2 |
| Semester course | 20.9 | 42.9 | 62.1 | 47.2 |
| Less than semester course | 2.4 | 3.9 | 3.4 | 13.9 |
| No course taught | 70.9 | 49.2 | 3.4 | 16.7 |

The results show that 49.8% of the schools offer no advanced speech class, 36.6% offer it for one semester, 4.4% offer it for less than one semester, and only 9.1% have a full year class.

Chart 5-A Amount of Time that Advanced Speech is Taught Each Week

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 0 | 2 | 0 | 0 |
| Two hours | 3 | 4 | 0 | 3 |

Chart 5-A (Continued)

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Three hours | 5 | 7 | 6 | 0 |
| More than three hours | 28 | 52 | 22 | 27 |

Chart 5-B Amount of Time That Advanced Speech is Taught Each Week Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 0 | 3.1 | 0 | 0 |
| Two hours | 8.3 | 6.2 | 0 | 10.0 |
| Three hours | 13.9 | 10.8 | 21.4 | 0 |
| More than three hours | 77.8 | 80.0 | 78.6 | 90.0 |

The survey shows that of the schools offering advanced speech, 81.1% have it for more than 3 hours, 11.3% for 3 hours, 6.3% for 2 hours, and only 1.3% have it for only 1 hour each week.

Chart 6-A Size of Advanced Speech Classes

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 11 | 16 | 8 | 3 |
| 11-20 Students | 22 | 42 | 16 | 21 |
| 21-30 Students | 3 | 7 | 4 | 6 |
| More than 30 Students | 0 | 0 | 0 | 0 |

Chart 6-B Size of Advanced Speech Classes Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 30.6 | 24.6 | 28.6 | 10.0 |
| 11-20 Students | 61.1 | 64.6 | 57.1 | 70.0 |
| 21-30 Students | 7.3 | 10.8 | 14.3 | 20.0 |
| More than 30 Students | 0 | 0 | 0 | 0 |

Results from the survey show that 63.5% of the schools offering advanced speech have an average class size of 11-20, 23.9% have a class size of 1-10, only 12.6% have 21-30, and no school has more than 30. As far as academic credit is concerned, only 65.5% of the schools that teach advanced speech allow full credit for it. This is considerably less than the 97.3% that give credit for the basic speech course.

BEGINNING THEATRE

This section surveys the beginning theatre course that is being taught in the various high schools. It is intended to answer the same questions asked about the speech classes.

Chart 7-A Length of Beginning Theatre Course

| | School Size | | | |
|------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 4 | 5 | 1 | 6 |
| Semester course | 41 | 67 | 15 | 19 |

Chart 7-A (Continued)

| | 1-250 | 251-500 | 501-750 | Over 750 |
|---------------------------|-------|---------|---------|----------|
| Less than semester course | 3 | 11 | 2 | 5 |
| No course taught | 76 | 45 | 11 | 6 |

Chart 7-B Length of Beginning Theatre Course Expressed as a Percentage

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 3.2 | 3.9 | 3.4 | 16.7 |
| Semester course | 33.1 | 52.3 | 51.8 | 52.8 |
| Less than semester course | 2.4 | 8.6 | 6.9 | 13.9 |
| No course taught | 61.3 | 35.2 | 37.9 | 16.7 |

Results of the survey show that 44.8% of the Iowa high schools have a beginning theatre course that is only one semester in duration. Only 5% have a full year course, 6.6% have a less than one semester course, and 43.5% have no beginning theatre course at all.

Chart 8-A Amount of Time Beginning Theatre is Taught Each Week

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 2 | 2 | 1 | 0 |
| Two hours | 2 | 2 | 0 | 2 |
| Three hours | 5 | 7 | 1 | 1 |
| More than three hours | 39 | 72 | 16 | 27 |

Chart 8-B Amount of Time Beginning Theatre is Taught Each Week Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 4.2 | 2.4 | 5.6 | 0 |
| Two hours | 4.2 | 2.4 | 0 | 6.7 |
| Three hours | 10.4 | 8.4 | 5.6 | 3.3 |
| More than three hours | 81.3 | 86.7 | 88.9 | 90.0 |

Results of the survey show that of the schools offering beginning theatre 86% have a time slot of more than 3 hours a week, 7.8% have 3 hours, 3.4% have 2 hours, and only 2.8% allot only one hour.

Chart 9-A Size of Beginning Theatre Classes

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 17 | 17 | 1 | 1 |
| 11-20 Students | 28 | 52 | 16 | 13 |
| 21-30 Students | 3 | 14 | 1 | 15 |
| More than 30 Students | 0 | 0 | 0 | 1 |

Chart 9-B Size of Beginning Theatre Classes Expressed as a Percentage

| | School Size | | | |
|----------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 35.4 | 20.5 | 5.6 | 3.3 |
| 11-20 Students | 58.3 | 62.7 | 88.9 | 43.3 |

Chart 9-B (Continued)

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 21-30 Students | 6.3 | 16.9 | 5.6 | 50.0 |
| More than 30 Students | 0 | 0 | 0 | 3.3 |

Results of the survey show that 60.9% of the schools offering beginning theatre have an average class size of 11-20 students, 20.1% have 1-10, 18.4% have 21-30, and only 1% have a class size of over 30 students. The survey also shows that 98.9% of these schools give full academic credit for this course.

ADVANCED THEATRE

This section surveys the advanced theatre course that is being taught in the various high schools. It is designed to answer the same questions asked about the beginning theatre course.

Chart 10-A Length of Advanced Theatre Course

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 2 | 2 | 1 | 6 |
| Semester course | 5 | 15 | 3 | 10 |
| Less than semester course | 12 | 3 | 1 | 5 |
| No course taught | 105 | 108 | 24 | 15 |

Chart 10-B Length of Advanced Theatre Course Expressed as a Percentage

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 1.6 | 1.6 | 3.4 | 16.7 |
| Semester course | 4.0 | 11.7 | 10.3 | 27.8 |
| Less than semester course | 9.7 | 2.3 | 3.4 | 13.8 |
| No course taught | 84.7 | 84.4 | 82.8 | 41.7 |

Results of the survey show that nearly 80% of the schools do not offer an advanced theatre course, 17% offer it for a semester or less, and only 3.5% have it for a full year in their curriculum.

Chart 11-A Amount of Time Advanced Theatre is Taught Each Week

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 4 | 0 | 0 | 0 |
| Two hours | 0 | 0 | 1 | 0 |
| Three hours | 4 | 4 | 1 | 4 |
| More than three hours | 11 | 16 | 3 | 15 |

Chart 11-B Amount of Time Advanced Theatre is Taught Each Week Expressed as a Percentage

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 21.1 | 0 | 0 | 0 |
| Two hours | 0 | 0 | 20 | 4.8 |

Chart 11-B (Continued)

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Three hours | 21.1 | 20 | 20 | 19.0 |
| More than three hours | 57.9 | 80 | 60 | 76.2 |

Results of the survey show that 70.8% of the schools offering advanced theatre have it for more than 3 hours a week, 20% have it for 3 hours a week, and only 9.3% have it for 2 hours or less.

Chart 12-A Size of Advanced Theatre Classes

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 11 | 4 | 1 | 0 |
| 11-20 Students | 8 | 13 | 4 | 11 |
| 21-30 Students | 0 | 3 | 0 | 10 |
| More than 30 Students | 0 | 0 | 0 | 0 |

Chart 12-B Size of Advanced Theatre Classes Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 57.9 | 20 | 20 | 0 |
| 11-20 Students | 42.1 | 65 | 80 | 52.4 |
| 21-30 Students | 0 | 15 | 0 | 47.6 |
| More than 30 Students | 0 | 0 | 0 | 0 |

Results of the survey show that of the schools offering advanced theatre 54.4% have a class size of 11-20, 24.6% have a class size of 1-10, 20% have 21-30 students, and no school has a class of over 30 students. Of these schools, 76.9% give full academic credit for the course.

STAGECRAFT

This section surveys the schools in regard to a class in stagecraft in the curriculum. It also is designed to answer the same questions asked about the other courses in speech and drama.

Chart 13-A Length of Stagecraft Course

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year course | 0 | 0 | 0 | 2 |
| Semester course | 2 | 9 | 2 | 6 |
| Less than semester course | 3 | 3 | 1 | 5 |
| No course taught | 119 | 116 | 26 | 23 |

Chart 13-B Length of Stagecraft Course Expressed as a Percentage

| | School Size | | | |
|---------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Full year | 0 | 0 | 0 | 5.6 |
| Semester course | 1.6 | 7.0 | 6.9 | 16.7 |
| Less than semester course | 2.4 | 2.3 | 3.4 | 13.9 |
| No course taught | 95.9 | 90.6 | 89.7 | 63.9 |

Results of the survey show that 89.6% of the Iowa high schools do not offer a course in stagecraft, 9.4% offer it for a semester or less, and only 2 schools in Iowa offer it for a full year.

Chart 14-A Amount of Time Stagecraft is Taught Each Week

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 0 | 0 | 0 | 0 |
| Two hours | 0 | 2 | 0 | 1 |
| Three hours | 0 | 0 | 1 | 1 |
| More than three hours | 5 | 10 | 2 | 11 |

Chart 14-B Amount of Time Stagecraft is Taught Each Week Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One hour | 0 | 0 | 0 | 0 |
| Two hours | 0 | 16.7 | 0 | 7.7 |
| Three hours | 0 | 0 | 33.3 | 7.7 |
| More than three hours | 100.0 | 83.3 | 66.7 | 84.6 |

Results of the survey show that of those schools offering a course in stagecraft 84.8% have a time allotment of more than 3 hours a week, 6.1% have it for 3 hours, 9.1% have it for 2 hours, and no school has it for only one hour.

Chart 15-A Size of Stagecraft Classes

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 0 | 2 | 0 | 1 |
| 11-20 Students | 5 | 9 | 3 | 6 |
| 21-30 Students | 0 | 1 | 0 | 6 |
| More than 30 Students | 0 | 0 | 0 | 0 |

Chart 15-B Size of Stagecraft Classes Expressed as a Percentage

| | School Size | | | |
|-----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1-10 Students | 0 | 16.7 | 0 | 7.7 |
| 11-20 Students | 100.0 | 75.0 | 100.0 | 46.2 |
| 21-30 Students | 0 | 8.3 | 0 | 46.2 |
| More than 30 Students | 0 | 0 | 0 | 0 |

Results of the survey show that 69.7% have a class size of 11-20 students, 21.2% have 21-30, 9.1% have 1-10, and no school in the survey had a class of over 30 students. As far as academic credit is concerned, 60.6% allow full academic credit for the course.

PRODUCTION SCHEDULE

This section surveys the theatrical productions that are presented on the stages of the various high schools. This section of the survey is intended to give the information concerning the questions at the top of the next page.

1. Number of productions for which admission is charged
2. Budget allocated for theatrical productions
3. Financial compensation for drama activities
4. Types of productions
5. Titles of successful productions

Chart 16-A Number of Productions for which Admission is Charged

| | School Size | | | |
|--------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| No productions | 0 | 2 | 0 | 0 |
| One production | 25 | 20 | 1 | 3 |
| Two productions | 81 | 78 | 13 | 9 |
| Three productions | 16 | 22 | 12 | 11 |
| Four productions or more | 2 | 6 | 3 | 13 |

Chart 16-B Number of Productions for which Admission is Charged (Stated in Percentages)

| | School Size | | | |
|--------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| No productions | 0 | 1.6 | 0 | 0 |
| One production | 20.2 | 15.6 | 3.4 | 8.3 |
| Two productions | 65.3 | 60.9 | 44.8 | 25.0 |
| Three productions | 12.9 | 17.2 | 41.4 | 30.6 |
| Four productions or more | 1.6 | 4.7 | 10.3 | 36.1 |

Results of the survey show that 57.1% of the schools have two productions a year, 19.2% have three productions, 15.5% have only 1 production, 7.6% have four or more productions, and only .6% do not have any theatrical productions. There is a definite trend toward doing three or more productions as the school size increases.

Chart 17-A Budget Allocated for Theatrical Productions

| | School Size | | | |
|-------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| None | 100 | 86 | 18 | 20 |
| \$1-200 | 16 | 4 | 3 | 2 |
| \$201-500 | 6 | 19 | 2 | 3 |
| \$501-750 | 1 | 10 | 3 | 2 |
| \$751-1000 | 1 | 2 | 0 | 1 |
| \$1001-1500 | 0 | 2 | 2 | 1 |
| \$1501-2000 | 0 | 3 | 1 | 2 |
| \$2001-2500 | 0 | 1 | 0 | 0 |
| Over \$2500 | 0 | 1 | 0 | 5 |

Chart 17-B Budget Allocated for Theatrical Productions
(Stated in Percentages)

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| None | 80.1 | 67.2 | 62.0 | 55.6 |
| \$1-200 | 12.9 | 3.1 | 10.3 | 5.6 |
| \$201-500 | 4.8 | 14.8 | 6.9 | 8.3 |

Chart 17-B (Continued)

| | School Size | | | |
|-------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| \$501-750 | .8 | 7.8 | 10.3 | 5.6 |
| \$751-1000 | .8 | 1.6 | 0 | 2.8 |
| \$1001-1500 | 0 | 1.6 | 6.9 | 2.8 |
| \$1501-2000 | 0 | 2.3 | 3.4 | 5.6 |
| \$2001-2500 | 0 | .8 | 0 | 0 |
| Over \$2500 | 0 | .8 | 0 | 13.9 |

Results of the survey show that 70.7% of all the schools surveyed do not have a budget for productions, 9% have a budget between \$201-500, 7.9% have one between \$1-200, and only 5% have a budget between \$501-750. The trend seems to indicate that the amount budgeted for drama increases as the school size increases.

Chart 18-A Amount of Additional Financial Compensation
Teacher Receives for Directing Speech and
Theatre Extracurricular Activities

| | School Size | | | |
|-------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| None | 11 | 2 | 1 | 2 |
| Under \$300 | 53 | 28 | 2 | 0 |
| \$301-500 | 34 | 55 | 7 | 3 |
| \$501-750 | 14 | 25 | 9 | 6 |
| Over \$750 | 12 | 18 | 10 | 25 |

Chart 18-B Amount of Additional Financial Compensation Teacher Receives for Directing Speech and Theatre Extracurricular Activities (Expressed as a Percentage)

| | School Size | | | |
|-------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| None | 8.8 | 1.6 | 3.4 | 5.6 |
| Under \$300 | 42.7 | 21.9 | 6.9 | 0 |
| \$301-500 | 27.4 | 42.9 | 24.1 | 8.3 |
| \$501-750 | 11.3 | 19.5 | 31.0 | 16.7 |
| Over \$750 | 9.7 | 14.1 | 34.5 | 69.4 |

Results of the survey show that 31.2% of the drama teachers in Iowa receive between \$301-500 compensation for their extracurricular activities, 26.2% receive less than \$300, 20.5% receive over \$750, 17.9% receive between \$501-750, and only 5% do not receive any compensation for drama activities.

Chart 19-A Frequency of Musical Productions

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Never | 54 | 26 | 2 | 5 |
| Biannually | 25 | 38 | 16 | 7 |
| Yearly | 45 | 64 | 11 | 21 |
| Sometimes | 0 | 0 | 0 | 3 |

Chart 19-B Frequency of Musical Productions (Stated in Percentages)

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Never | 43.5 | 20.3 | 6.9 | 13.9 |
| Biannually | 20.2 | 29.7 | 55.2 | 19.4 |
| Yearly | 36.3 | 50.0 | 38.0 | 58.3 |
| Sometimes | 0 | 0 | 0 | 8.3 |

Results of the survey show that 44.5% of the high schools in Iowa present a musical yearly, 27.4% do one biannually, and 27.4% never present one. The schools, with less than 250 students, are the only ones that appear to have a rather high percentage (43.5%) of never presenting a musical production.

Chart 20-A Inclusion of One-Act Plays in the Production Schedule

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Yes | 66 | 68 | 25 | 26 |
| No | 49 | 54 | 3 | 10 |
| Sometimes | 9 | 6 | 1 | 0 |

Chart 20-B Inclusion of One-Act Plays in the Production Schedule (Stated in Percentages)

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Yes | 53.2 | 53.8 | 86.2 | 72.2 |
| No | 39.5 | 42.2 | 10.3 | 27.7 |
| Sometimes | 7.3 | 4.7 | 3.4 | 0 |

Results of the survey show that 58.4% of the high schools do include one-acts in their schedule. It appears that the larger schools have a set policy in regards to one-act productions, whereas the smaller schools do not have a policy.

EVALUATION OF PRODUCTIONS

The survey divided productions into musicals and non-musicals. Non-musicals are evaluated according to: most successful (1) in terms of audience response and (2) in terms of aesthetic experience for those involved in the production.

In the non-musical category (most successful in terms of audience response) in the schools under 250, the most frequently mentioned play was Our Town followed by Flowers for Algernon, Cheaper by the Dozen, Arsenic & Old Lace, and Mash. In the schools 251-500, Our Town was again the number one choice, followed by Miracle Worker, Arsenic & Old Lace, Up the Down Staircase, and You Can't Take it with You.

In the schools 501-750, Miracle Worker was the top choice, followed closely by Arsenic & Old Lace and Diary of Anne Frank. Finally, in the schools over 750, Miracle Worker was again the number one choice, followed by Diary of Anne Frank, Matchmaker, and Inherit the Wind.

In the non-musical category (aesthetic experience), in the schools under 250, Our Town was the top choice, but followed closely by Harvey, Flowers for Algernon, Curious Savage, and Life and Death of Larry Benson. In the schools 251-500, Crucible was the winner, followed by Miracle Worker, Diary of Anne Frank, Our Town and Flowers for Algernon. In the schools 501-750, Our Town was in a class by itself. Finally, in the schools over 750, Midsummer Night's Dream was the winner, followed by Dark of the Moon and Diary of Anne Frank.

In the most successful musical category, in the schools under 250, You're a Good Man, Charlie Brown was in a class by itself. In the schools of size 251-500, Bye, Bye Birdie was the winner, followed by Fiddler on the Roof, You're a Good Man, Charlie Brown, and Sound of Music. In the schools 501-750, Sound of Music was the top choice, followed by Fiddler on the Roof, Once Upon a Mattress, and Music Man. Finally, in the schools over 750, Music Man was the winner, followed closely by Godspell, King & I, Sound of Music, and Little Abner.

Chart 21-A Number of Faculty Members Involved in Theatrical Presentations

| | School Size | | | |
|---------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One member | 45 | 29 | 10 | 9 |
| Two members | 48 | 40 | 9 | 9 |
| Three members | 17 | 34 | 5 | 6 |
| Four members | 10 | 18 | 3 | 3 |
| Five members | 1 | 4 | 1 | 5 |
| Six or more members | 3 | 3 | 1 | 4 |

Chart 21-B Number of Faculty Members Involved in Theatrical Presentations Expressed as a Percentage

| | School Size | | | |
|---------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| One member | 36.3 | 22.7 | 34.5 | 25.0 |
| Two members | 38.7 | 31.3 | 31.0 | 25.0 |
| Three members | 13.7 | 26.6 | 17.2 | 16.7 |
| Four members | 8.0 | 14.1 | 10.3 | 8.3 |
| Five members | .8 | 3.1 | 3.4 | 13.9 |
| Six or more members | 2.4 | 2.3 | 3.4 | 11.1 |

Results from the survey show that 33.4% of the total schools have two faculty members involved in the stage productions, 29.3% only have one member, 19.6% have three members, 10.7% have four members and only 7% have five or more people.

FACILITIES AND EQUIPMENT FOR USE IN
INSTRUCTION AND PERFORMANCES

Chart 22-A Type of Facility used for Theatre Classes

| | School Size | | | |
|------------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| No Theatre Classes | 71 | 44 | 12 | 4 |
| Regular Classroom | 39 | 54 | 7 | 14 |
| Auditorium | 2 | 4 | 2 | 1 |
| Classroom and Auditorium | 8 | 20 | 7 | 11 |
| Classroom and Gymnasium | 3 | 3 | 1 | 1 |
| Classroom and Little Theatre | 1 | 2 | 0 | 2 |
| Little Theatre | 0 | 1 | 0 | 3 |

Chart 22-B Type of Facility used for Theatre Classes
(Expressed as a Percentage)

| | School Size | | | |
|------------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| No Theatre Classes | 57.3 | 34.4 | 41.4 | 11.1 |
| Regular Classroom | 31.4 | 42.2 | 24.1 | 38.9 |
| Auditorium | 1.6 | 3.1 | 6.9 | 2.8 |
| Classroom and Auditorium | 6.5 | 15.6 | 24.1 | 30.6 |
| Classroom and Gymnasium | 2.4 | 2.3 | 3.4 | 2.8 |
| Classroom and Little Theatre | .8 | 1.6 | 0 | 5.6 |
| Little Theatre | 0 | .8 | 0 | 8.3 |

Results of the survey show that 61.3% hold their theatre classes in a regular classroom, and 24.7% use an auditorium as well as a classroom. The remainder of the facilities are used by less than 5% of the total schools.

Chart 23-A Type of Facility for Performances

| | School Size | | | |
|----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Gymnasium | 102 | 73 | 5 | 2 |
| Auditorium | 12 | 44 | 20 | 18 |
| Gym & Little Theatre | 0 | 0 | 1 | 1 |
| Cafeteria | 0 | 2 | 1 | 1 |
| Cafetorium | 3 | 4 | 0 | 0 |
| Commons Area | 0 | 1 | 0 | 0 |
| Gym & Auditorium | 6 | 2 | 2 | 3 |
| Multi-purpose Room | 0 | 1 | 0 | 0 |
| Community Auditorium | 0 | 1 | 0 | 1 |
| Church Basement | 1 | 0 | 0 | 0 |
| Little Theatre | 0 | 0 | 0 | 1 |

Chart 23-B Type of Facility for Performances (Expressed as a Percentage)

| | School Size | | | |
|----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Gymnasium | 82.3 | 57.0 | 17.2 | 5.6 |
| Auditorium | 9.7 | 34.4 | 68.9 | 50.0 |
| Gym & little Theatre | 0 | 0 | 3.4 | 2.8 |

Chart 23-B (Continued)

| | School Size | | | |
|--------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Cafeteria | 0 | 1.6 | 3.4 | 2.8 |
| Commons Area | 0 | .8 | 0 | 0 |
| Gym & Auditorium | 4.8 | 1.6 | 6.9 | 8.3 |
| Multi-purpose Room | 0 | .8 | 0 | 0 |
| Cafetorium | 2.4 | 3.1 | 0 | 0 |

Results of the survey show 57.4% of all school productions are performed in an gymnasium with 29.7% being produced in an auditorium. The rest of the areas in which plays are performed comprise less than 5% of the total number. There is a definite trend towards auditoriums being used for theatrical performances as the school size increases.

Chart 24-A Number of Ellipsoidals that are Available for Use in Productions

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 37 | 27 | 1 | 0 |
| 1-3 | 40 | 25 | 8 | 3 |
| 4-6 | 24 | 43 | 7 | 6 |
| 7-9 | 9 | 12 | 6 | 6 |
| 10 or more | 14 | 21 | 7 | 21 |

Chart 24-B Number of Ellipsoidals that are Available for Use in Productions (Expressed as a Percentage)

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 29.8 | 21.1 | 3.4 | 0 |
| 1-3 | 32.3 | 19.5 | 27.6 | 8.3 |
| 4-6 | 19.4 | 33.6 | 24.1 | 16.7 |
| 7-9 | 7.3 | 9.4 | 20.7 | 16.7 |
| 10 or more | 11.3 | 16.4 | 24.1 | 58.3 |

Results of the survey shows that 25.2% of the schools have 4-6 ellipsoidals, 23.9% have 1-3, 19.4 have 10 or more, 10.4% have 7-9, and 20.5% do not have any of these lights.

Chart 25-A Number of Fresnels that are Available for Use in Productions

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 51 | 33 | 0 | 1 |
| 1-3 | 31 | 19 | 0 | 0 |
| 4-6 | 19 | 26 | 2 | 3 |
| 7-9 | 12 | 24 | 2 | 2 |
| 10 or more | 11 | 26 | 5 | 21 |

Chart 25-B Number of Fresnels that are Available for Use in Productions (Expressed as a Percentage)

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 41.1 | 25.8 | 6.9 | 2.8 |
| 1-3 | 25.0 | 14.8 | 24.1 | 0 |
| 4-6 | 15.3 | 20.3 | 10.3 | 13.9 |
| 7-9 | 9.7 | 18.8 | 10.3 | 11.1 |
| 10 or more | 8.9 | 20.3 | 48.3 | 72.2 |

Results of the survey show that 24.3% of the schools have 10 or more fresnels, 17.9% have 1-3, 16.7% have 4-6, 13.6% have 7-9, and 27.4% do not have any fresnels to use for tonal lighting. As far as dimming equipment for the lights is concerned, 67.5% said they had some sort of device for dimming, although in many cases the equipment was out-dated.

Chart 26 Does the Drama Department have a Scene Shop?

| | School Size | | | |
|-----|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Yes | 1 | 7 | 4 | 15 |
| No | 123 | 121 | 25 | 21 |

Chart 27 Do You Have Adequate Storage Area?

| | School Size | | | |
|-----|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Yes | 33 | 23 | 11 | 17 |
| No | 91 | 105 | 18 | 19 |

Chart 28 Does the Drama Department Have Dressing Rooms?

| | School Size | | | |
|-----|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Yes | 10 | 13 | 7 | 17 |
| No | 114 | 115 | 22 | 19 |

Chart 29 Do You Have an Area Above the Stage to Fly Your Drops?

| | 1-250 | 251-500 | 501-750 | Over 750 |
|-----|-------|---------|---------|----------|
| Yes | 35 | 34 | 9 | 13 |
| No | 89 | 94 | 20 | 14 |

In Chart 26 the results show that only 4% of the schools under 750 have a scene shop connected with the drama department; whereas among the larger schools, over 50% have a shop facility. In Chart 27 the results show that 76% of the Iowa high schools think that they have inadequate storage area. Charts 28 and 29 show that only 14% of the drama departments have dressing rooms, and only 28% have an area above the stage high enough to fly drops. It appears, though, that dressing rooms and fly space are more evident in the larger schools.

Chart 30-A Available Wing Space

| | School Size | | | |
|--|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Equal in Area or Greater than Actual Stage Space | 8 | 9 | 5 | 9 |
| Equal in Area to Approx. 1/2 of Actual Stage | 39 | 42 | 5 | 19 |
| Very Little or None | 77 | 77 | 19 | 8 |

Chart 30-B Available Wing Space (Expressed in Percentages)

| | School Size | | | |
|--|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Equal in Area or Greater than Actual Stage Space | 6.5 | 7.0 | 17.2 | 25.0 |
| Equal in Area to Approx. 1/2 of Actual Stage | 31.5 | 32.8 | 17.2 | 52.8 |
| Very Little or None | 62.1 | 60.2 | 65.5 | 22.2 |

Results of the survey show that only 9.8% of the schools have wing space that is greater than the actual stage space, 33.1% have an area equal to about 1/2 of the actual stage, and 57.1% have little or no wing space.

SPEECH AND DRAMA PERSONNEL

The purpose of this section is to gather data on the staff personnel in the Iowa high schools who are involved in speech and drama work. It is intended to obtain the information following on the top of the next page.

1. Highest degree attained
2. Years of involvement in high school speech and drama
3. Areas of drama involvement while attending college
4. Number of theatre productions attended during a given year (exclusive of those presented at one's school)
5. Courses taught by the person being surveyed

Chart 31-A Highest Degree Attained

| | School Size | | | |
|-----|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| B A | 103 | 102 | 20 | 20 |
| M A | 21 | 26 | 9 | 16 |

Chart 31-B Highest Degree Attained (Expressed as a Percentage)

| | School Size | | | |
|-----|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| B A | 83.1 | 79.9 | 68.9 | 55.6 |
| M A | 16.9 | 20.3 | 31.1 | 44.4 |

Results of the survey show that 77.3% of the speech and drama personnel have only a B A degree.

Chart 32-A Institution from which Degree was Attained

| <u>School Size 1-250</u> | | |
|-----------------------------|------------|------------|
| School | Raw Number | Percentage |
| University of Northern Iowa | 21 | 17.6 |
| University of Iowa | 12 | 10.1 |
| Northwest Missouri State | 6 | 5.1 |
| Iowa State | 6 | 5.1 |
| Drake | 6 | 5.1 |
| Wartburg | 6 | 5.1 |
| Iowa Wesleyan | 3 | 2.5 |
| Morningside | 3 | 2.5 |
| Buena Vista | 3 | 2.5 |
| Upper Iowa | 3 | 2.5 |
| Westmar | 3 | 2.5 |
| Other | 47 | 39.4 |

Chart 32-B Institution from which Degree was Attained

| <u>School Size 251-500</u> | | |
|-----------------------------|------------|------------|
| School | Raw Number | Percentage |
| University of Northern Iowa | 20 | 17.4 |
| Iowa State University | 14 | 12.2 |
| University of Iowa | 7 | 6.2 |
| Drake | 6 | 5.2 |
| Northeast Missouri State | 6 | 5.2 |
| University of South Dakota | 4 | 3.5 |
| Mankato State | 4 | 3.5 |
| William Penn | 3 | 2.6 |

Chart 32-B (Continued)

| <u>School Size 251-500</u> | | |
|----------------------------|------------|------------|
| School | Raw Number | Percentage |
| Morningside | 3 | 2.6 |
| Luther | 3 | 2.6 |
| Westmar | 3 | 2.6 |
| Others | 42 | 36.5 |

Chart 32-C Institution from which Degree was Attained

| <u>School Size 501-750</u> | | |
|-----------------------------|------------|------------|
| School | Raw Number | Percentage |
| University of Northern Iowa | 8 | 28.6 |
| University of South Dakota | 2 | 7.1 |
| Wartburg | 2 | 7.1 |
| University of Iowa | 2 | 7.1 |
| University of Minnesota | 2 | 7.1 |
| Others | 12 | 42.9 |

Chart 32-D Institution from which Degree was Attained

| <u>School Size Over 750</u> | | |
|-----------------------------|------------|------------|
| School | Raw Number | Percentage |
| University of Iowa | 7 | 19.4 |
| University of Northern Iowa | 6 | 16.7 |
| Drake | 2 | 5.6 |
| St. Olaf | 2 | 5.6 |
| University of Missouri | 2 | 5.6 |
| Others | 17 | 47.2 |

Results of the survey show that 18.2% of all the drama teachers in Iowa received their training from University of Northern Iowa, 9.2% from University of Iowa, and 6.6% from Iowa State University.

Chart 33 Major Area of Concentration of the Drama Teachers

| | School Size | | | |
|----------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Speech | 26 | 15 | 5 | 3 |
| Speech-Theatre | 10 | 25 | 3 | 8 |
| Communication | 3 | 2 | 0 | 2 |
| Oral Interpretation | 1 | 0 | 1 | 0 |
| Radio-TV | 0 | 0 | 1 | 0 |
| English | 40 | 43 | 3 | 8 |
| English-Theatre | 1 | 0 | 0 | 0 |
| Drama | 16 | 16 | 11 | 12 |
| Music | 2 | 0 | 1 | 0 |
| Education | 2 | 0 | 2 | 0 |
| Natural Science | 1 | 0 | 0 | 0 |
| Psychology | 1 | 0 | 0 | 0 |
| Mathematics | 2 | 0 | 0 | 0 |
| French | 2 | 0 | 0 | 0 |
| German | 1 | 1 | 0 | 0 |
| Commerce | 0 | 1 | 0 | 0 |
| Government | 0 | 0 | 0 | 1 |
| History | 2 | 1 | 0 | 0 |
| Elementary Education | 0 | 1 | 0 | 0 |

Chart 33 (Continued)

| | School Size | | | |
|-------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Administration | 2 | 2 | 0 | 0 |
| Guidance | 0 | 2 | 0 | 0 |
| Special Education | 1 | 1 | 0 | 0 |
| Home Economics | 1 | 1 | 0 | 0 |

Results of the survey show that 29% of the speech and drama directors in Iowa majored in English, 17% in Drama, 15% in Speech, 14% in Speech-Theatre, and 9% in Speech-English. The other 16% majored in areas completely unrelated to Speech or Drama. However, most of the teachers in the latter category are employed in schools with less than 250 students. Trend seems to be to have the English teachers direct the drama activities in the smaller schools.

Chart 34-A Years of Involvement in Speech & Drama

| | School Size | | | |
|---|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 1 | 32 | 19 | 4 | 1 |
| 2 | 24 | 20 | 1 | 1 |
| 3 | 21 | 14 | 5 | 2 |
| 4 | 10 | 20 | 2 | 3 |
| 5 | 8 | 13 | 3 | 4 |
| 6 | 5 | 7 | 2 | 4 |
| 7 | 0 | 3 | 2 | 5 |

Chart 34-A (Continued)

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 8 | 2 | 7 | 1 | 1 |
| 9 | 3 | 2 | 2 | 0 |
| 10 | 5 | 2 | 1 | 1 |
| 11 | 1 | 4 | 1 | 0 |
| 12 | 3 | 1 | 0 | 3 |
| 13 | 1 | 1 | 0 | 1 |
| 14 | 0 | 3 | 0 | 0 |
| 15 or more | 9 | 12 | 5 | 8 |

Chart 34-B Years of Involvement (Expressed as an Average)

| | School Size | | | |
|--------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| Mean | 4.8 | 5.8 | 7.1 | 9.3 |
| Medium | 3.3 | 4.6 | 5.8 | 7.6 |
| Mode | 1.0 | 4.5 | 3.6 | 7.2 |

(The averages were obtained by using the formulas for group data.)

Results of the survey show that 17.7% of all the drama teachers in Iowa have only 1 year of experience, 14.5% have 2 years, 12.7% have 3 years, 11.0% have 4 years, 8.8% have 5 years, and only 5.7% have 6 years of experience.

Chart 35-A Areas in which You were Involved while in
College (Exclusive of Classroom Work)

| | School Size | | | |
|------------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| None | 31 | 22 | 1 | 4 |
| Acting | 21 | 13 | 0 | 0 |
| Acting & Directing | 11 | 6 | 1 | 1 |
| Acting, Directing, & Tech | 24 | 51 | 20 | 19 |
| Directing | 3 | 5 | 0 | 0 |
| Directing & Tech | 2 | 8 | 1 | 0 |
| Tech | 12 | 11 | 4 | 4 |
| Acting & Tech | 20 | 12 | 2 | 8 |

Chart 35-B Areas of Involvement while Attending College
(Expressed as a Percentage)

| | School Size | | | |
|------------------------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| None | 25.0 | 17.2 | 3.4 | 11.1 |
| Acting | 16.9 | 10.2 | 0 | 0 |
| Acting & Directing | 8.9 | 4.7 | 3.4 | 2.8 |
| Acting, Directing, & Tech | 19.4 | 39.8 | 68.9 | 52.8 |
| Directing | 2.4 | 4.0 | 0 | 0 |
| Directing & Tech | 1.6 | 6.3 | 3.4 | 0 |
| Tech | 9.7 | 8.5 | 13.8 | 11.1 |
| Acting & Tech | 16.1 | 9.4 | 6.9 | 22.2 |

Results of the survey show that 35.9% of all the drama teachers in Iowa had experience in acting, directing, & tech while they were attending college, 13.2% had experience in acting & tech, 10% in acting, and 18.3% had no practical experience in any of the three categories.

Chart 36-A Number of Productions Attended During a Given Year (Exclusive of Those Presented at Your School)

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 9 | 7 | 0 | 0 |
| 1-4 | 64 | 58 | 9 | 11 |
| 5-9 | 30 | 37 | 13 | 13 |
| 10 or more | 21 | 26 | 7 | 12 |

Chart 36-B Number of Productions Attended During a Given Year (Exclusive of Those Presented at Your School) [Expressed as a Percentage]

| | School Size | | | |
|------------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 7.3 | 5.5 | 0 | 0 |
| 1-4 | 51.6 | 45.3 | 31.0 | 30.6 |
| 5-9 | 24.2 | 28.9 | 44.8 | 36.1 |
| 10 or more | 16.9 | 20.3 | 24.1 | 33.3 |

Results of the survey show that 44.8% of the drama instructors see 1-4 plays a year (exclusive of those presented at their schools), 29.3% see 5-9, 20.8% see 10 or

more, and only 5% said they do not attend any plays outside of their own school.

Chart 37-A Number of Speech Courses Taught by the Individual Answering the Questionnaire

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 250-500 | 501-750 | Over 750 |
| 0 | 32 | 34 | 11 | 11 |
| 1 | 68 | 51 | 4 | 7 |
| 2 | 19 | 31 | 12 | 8 |
| 3 | 5 | 6 | 1 | 5 |
| 4 or more | 0 | 6 | 1 | 5 |

Chart 37-B Number of Speech Courses Taught (Expressed as a Percentage)

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 250-500 | 501-750 | Over 750 |
| 0 | 25.8 | 25.6 | 37.9 | 30.6 |
| 1 | 54.8 | 39.8 | 13.8 | 19.4 |
| 2 | 15.3 | 24.2 | 41.4 | 22.2 |
| 3 | 4.0 | 4.7 | 3.4 | 13.9 |
| 4 or more | 0 | 4.7 | 3.4 | 13.9 |

Results of the survey show that 41% of the individuals answering the questionnaire teach 1 speech class, 22.1% teach 2 speech classes, and 27.8% do not teach any classes in speech.

Chart 38-A Number of Theatre Courses Taught by the Individual Answering the Questionnaire

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 77 | 54 | 12 | 6 |
| 1 | 38 | 57 | 10 | 11 |
| 2 | 9 | 12 | 5 | 10 |
| 3 | 0 | 3 | 1 | 4 |
| 4 or more | 0 | 2 | 1 | 5 |

Chart 38-B Number of Theatre Courses Taught by the Individual Answering the Questionnaire (Expressed as a Percentage)

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 62.1 | 42.2 | 41.4 | 16.6 |
| 1 | 30.6 | 44.5 | 34.5 | 30.6 |
| 2 | 7.3 | 9.4 | 17.2 | 27.8 |
| 3 | 0 | 2.3 | 3.4 | 11.1 |
| 4 or more | 0 | 1.6 | 3.4 | 13.9 |

Results of the survey show that 36.6% of these individuals teach 1 theatre course, 11.4% teach two theatre courses, and 47% do not teach a course in theatre.

Chart 39-A Number of English Courses Taught by the Individual Answering the Questionnaire

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 19 | 21 | 5 | 19 |
| 1 | 9 | 16 | 4 | 5 |
| 2 | 20 | 24 | 11 | 4 |
| 3 | 33 | 30 | 2 | 4 |
| 4 or more | 43 | 37 | 7 | 4 |

Chart 39-B Number of English Courses Taught by the Individual Answering the Questionnaire (Expressed as a Percentage)

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 15.3 | 16.4 | 17.2 | 52.8 |
| 1 | 7.3 | 12.5 | 13.8 | 13.9 |
| 2 | 16.1 | 18.8 | 37.9 | 11.1 |
| 3 | 26.6 | 23.4 | 6.9 | 11.1 |
| 4 or more | 34.7 | 28.9 | 24.1 | 11.1 |

Results of the survey show that 28.7% of the teachers in the survey teach 4 or more English courses, 21.8% teach 3 English courses, and 18.6% teach 2 courses in English.

Chart 40-A Number of Courses Other than Speech, Theatre,
& English Taught by the Person Answering the
Survey

| | School Size | | | |
|-----------|-------------|---------|---------|----------|
| | 1-250 | 251-500 | 501-750 | Over 750 |
| 0 | 62 | 80 | 23 | 28 |
| 1 | 12 | 15 | 2 | 1 |
| 2 | 12 | 5 | 3 | 1 |
| 3 | 13 | 7 | 0 | 2 |
| 4 or more | 25 | 21 | 1 | 4 |

Chart 40-B Number of Courses Other than Speech, Theatre,
& English Taught by the Person Answering the
Survey (Expressed as a Percentage)

| | | | | |
|-----------|------|------|------|------|
| 0 | 50.0 | 62.5 | 79.1 | 77.8 |
| 1 | 9.7 | 11.7 | 6.9 | 2.8 |
| 2 | 9.7 | 3.9 | 10.3 | 2.8 |
| 3 | 10.5 | 5.5 | 0 | 5.6 |
| 4 or more | 20.2 | 16.4 | 3.4 | 11.1 |

Results of the survey show that 16.1% teach 4 or more other courses, 6.9% teach 3 other courses, 6.6% teach 2 other courses, 9.5% teach 1 other course, and 60.9% of the teachers in Iowa who are the drama directors teach only Speech, Theatre, or English courses.

INTERDEPARTMENTAL RELATIONSHIPS

This section asked the following questions:

1. Is there a good relationship between the Drama Department and the other departments in the school?
2. If a conflict exists, which department do you have the most difficulty with?

In response to this question, 73.8% of the drama teachers stated that they do not have a conflict with another department. This approximate percentage held true for all the four size classifications. Of the 84 schools that had a conflict, 70 or 83.3% stated it was with the athletic department.

The last question in the survey asked the teachers to list a recommendation that would most help their theatre programs. Among the schools under 250, these were the ones most frequently mentioned:

| | Number of Schools |
|--------------------------------------|-------------------|
| Budget | 40 |
| Facilities | 35 |
| Qualified personnel | 30 |
| Elimination of class plays | 28 |
| Inclusion of drama in the curriculum | 27 |
| Greater community interest in drama | 20 |
| An auditorium | 19 |

| | Number of Schools |
|----------------------------|-------------------|
| Storage space | 17 |
| Support of administration | 11 |
| Less emphasis on athletics | 10 |

It was not surprising that greater financial support would be the number one recommendation, nor that better equipment would closely follow. But what was rather amazing was that teachers would list their own inadequacy as number three. Many thought they did not have the drama background, and were not qualified for the job. They thought there was a great need for drama workshops if they were ever to become competent in this field. It also was not surprising that "less emphasis on athletics" would be in the top ten, but I found it unusual that "lack of support of administration" would precede it. As one teacher quoted her principal: "I know we've got to have plays, but do it without hassling me".

Among the schools of size 251-500, the following recommendations were listed:

| | Number of Schools |
|----------------------------------|-------------------|
| Budget | 32 |
| Auditorium | 25 |
| Equipment | 20 |
| Scheduling | 19 |
| More personnel in the department | 19 |

| | Number of Schools |
|-----------------------------------|-------------------|
| Storage | 19 |
| Theatre courses in the curriculum | 16 |
| Greater administrative backing | 14 |
| Education for the teacher | 9 |
| Community interest | 9 |

The interest in an auditorium is much stronger in this classification. It appears also that the teachers do not feel as strongly about additional education in drama for themselves as they did in the under 250 classification.

Among the schools, 501-750, the following recommendations were listed:

| | Number of Schools |
|--------------------------------|-------------------|
| Budget | 11 |
| Equipment | 8 |
| Theatre classes | 7 |
| Larger department | 6 |
| Better scheduling | 5 |
| Released time | 5 |
| Auditorium | 5 |
| Greater administrative backing | 4 |
| New theatre | 3 |
| Greater community interest | 3 |

The need for a larger department and released time for drama teachers appears for the first time in this group.

Among the schools over 750, the following recommendations were listed:

| | Number of Schools |
|---------------------------------|-------------------|
| Budget | 14 |
| Tech director | 9 |
| Theatre classes | 8 |
| More administrative backing | 5 |
| Released time | 5 |
| Improving taste of the audience | 4 |
| Equipment | 4 |
| Junior high feeder system | 3 |
| Community theater | 3 |
| More education for the director | 2 |

The request for a tech director appears for the first time among the state's largest schools as well as the need for a junior high feeder system.

The need for a budget or additional money was the number one recommendation in all four classes. Also appearing in all four groups were: the need for inclusion of drama classes in the curriculum, more administrative backing, and greater community interest. Appearing in 2 of the 4 classes were the need for teacher education in drama and better equipment. The recommendation for "less emphasis on athletics" appeared in the top ten in only one of the four classes.

CONCLUSIONS

The fact that 70% of the schools in Iowa offer at least a one semester speech course gives evidence of its importance in the curriculum as determined by the administrators and the local school boards. This is not true, however, in the case of theatre courses. Over half of the schools in Iowa offer no courses in theatre. Even among the larger schools, advanced theatre and stagecraft courses are almost nonexistent. It appears that the Fine Arts program at the high school will continue to be an introductory one. One teacher stated: "We tried to add a course in advanced theatre last spring at our school. We had over 20 students who were interested in the class. The principal told us at the departmental meeting that there would be classes in football, basketball, and track added to the curriculum before including another theatre one".

As far as the production schedule is concerned, over half of the schools have two shows a year. Since over 70% of these schools operate without a budget, it isn't likely that they will expand this program. Most of the administrators in these schools envision the drama program as one that should be self-supporting. They are opposed to the organization of a "Parent's Club" to raise money as they do for the athletic programs. One teacher commented: "Last year some of the parents offered to help raise money for our programs. The principal would not permit it saying only that

there were more important ventures for fund raising. Also the student council last spring voted to donate \$1200 to the drama department for the purchase of new lighting equipment. It was vetoed by the administration". As a result, the schools must often resort to the only type of money making production, the musical. Many schools commented that they would just as soon see the musical production on a biannual basis. However, there is definitely administrative pressure as far as musicals are concerned. The principal in many cases gets more credit than the drama director. One school commented that they had done seven musicals in the past four years, while only doing one drama. Although the musical is an audience attraction, it's hardly an aesthetic experience for the students involved in the production. This is especially true when You're a Good Man, Charlie Brown is the most popular musical production in the state.

Over half of the schools perform their productions in gymnasiums where they must compete with the athletic programs. As one teacher stated, "I just wish I could put on one production without the weight machine on the stage floor". Priorities in the curriculum can be easily seen when the scheduling of practice time or scene construction cannot be put into the curriculum. However, in many cases, athletic teams are allowed to practice during the school day.

Community support seems to be lacking at all levels. This was frequently mentioned by teachers in small and large schools alike. The general feeling is that if someone cannot compete in athletics, then drama might be the next best thing. Second place, however, is a long way from first as far as priorities are concerned. One teacher stated:

"There is little or no parent interest in drama. Drama is considered stupid, childish, and a waste of time. The town is a sports oriented community. For example, a senior boy was making his first performance in a play and the play was being performed for one night only. His parents went to their tenth grade son's wrestling meet instead of the play. Wrestling meets are held ever Tuesday and Friday."

Another interesting observation is that only 34% said they had over 5 years of experience in drama. At first one might conclude that most of the drama teachers are female and that they relinquished their jobs after 5 years to raise a family. But once you observe that only 17% of these people majored in drama, the picture becomes increasingly clearer. One of the top recommendations from the teachers in the schools of 500 or less (80% of the total schools) was that they felt they needed additional training. Most of these people were Speech and English teachers who were hired with the stipulation that they would direct the drama program. Many said they wished that the administrators had hired someone qualified to direct the productions

rather than pass this out as an extra-curricular duty that someone has to do. They never would have pursued this policy in hiring a football coach.

As negative as some of this material may seem, I do not wish to give the impression that I'm concluding this survey with a completely pessimistic outlook. If one had made this survey ten years ago, I'm certain the results would have been bleaker than the ones that I came up with this year. And I'm certain that if someone does a similar survey ten years from now, it will be much brighter than mine. Some of the replies that I received were quite positive, and I think the response of one teacher is worth mentioning: "We are fortunate here. I have half of the student body actively involved in the drama program. The administration is solidly behind us and we've had capacity crowds at most of our productions".

APPENDIX-A

SURVEY OF SPEECH AND THEATRE PROGRAMS IN IOWA HIGH SCHOOLS

This questionnaire is part of a project to determine the type and number of speech and theatre programs in Iowa high schools. It is also designed to evaluate the qualifications of the teachers in charge of these courses. Since this is part of a master's thesis project, your cooperation in taking time out of your busy schedule will be very much appreciated.

1. Name of school _____
2. Size of school: Under 250 _____ 251-500 _____ 501-750 _____
751-1000 _____ Over 1000 _____

3. For each course offering would your answer the following:

A. BASIC SPEECH

Full Year _____ Half Year _____ Less than Half

Year _____

Times per week class meets:

1 hour _____ 2 hours _____ 3 hours _____ More than 3 hours _____

Average number of students per class section:

1-10 _____ 11-20 _____ 21-30 _____ More than 30 _____

Does student receive academic credit equal to
other courses? Yes _____ No _____

B. ADVANCED SPEECH CLASS

Full Year _____ Half Year _____ Less than Half

Year _____

Times per week class meets:

1 hour _____ 2 hours _____ 3 hours _____ More than 3 hours _____

Average number of students per class section:

1-10 _____ 11-20 _____ 21-30 _____ More than 30 _____

Does student receive academic credit equal to
other courses? Yes _____ No _____

IF YOUR SCHOOL DOES NOT OFFER THEATRE CLASSES, GO TO #4

C. BEGINNING THEATRE (Basic Acting or Theatre Introduction)

Full Year _____ Half Year _____ Less than Half

Year _____

Times per week class meets:

1 hour___ 2 hours___ 3 hours___ More than 3
hours___

Average number of students per class section:

1-10___ 11-20___ 21-30___ More than 30___

Does student receive academic credit equal to
other courses? Yes___ No___

D. ADVANCED THEATRE (Prerequisite - Beginning Theatre)

Full Year ___ Half Year ___ Less than Half
Year ___

Times per week class meets:

1 hour___ 2 hours___ 3 hours___ More than 3
hours___

Average number of students per class section:

1-10___ 11-20___ 21-30___ More than 30___

Does student receive academic credit equal to
other courses? Yes___ No___

E. STAGECRAFT (A Separate Course From C or D)

Full Year ___ Half Year ___ Less than Half
Year ___

Times per week class meets:

1 hour___ 2 hours___ 3 hours___ More than 3
hours___

Average number of students per class section:

1-10___ 11-20___ 21-30___ More than 30___

Does student receive academic credit equal to
other courses? Yes___ No___

F. TYPE OF FACILITY USED FOR THEATRE CLASSES:

Regular Classroom ___ Auditorium ___

Other (Specify) _____

4. TYPE OF FACILITY USED FOR PLAY PERFORMANCES

Gymnasium___ Auditorium___ Other (Specify)_____

5. EQUIPMENT AND SPACE AVAILABLE FOR THEATRICAL PRODUCTIONS

A. Number of spotlights (Ellipsoidals) available for
area lighting.

None___ 1-3___ 4-6___ 7-9___ 10 or more___

B. Number of fresnels available for tonal lighting.

None___ 1-3___ 4-6___ 7-9___ 10 or more___

C. Do you have adequate area to fly scenery or drops?

Yes___ No___

D. Do you have equipment for dimming lights?

Yes___ No___

E. Wing space available:

Equal in area or greater than the actual stage
space ___

Equal in area to approx. one-half of the actual
stage space ___

None or very little ___

F. Do you have a scene shop (apart from the industrial
arts department)? Yes___ No___

G. Do you have adequate area for storing scenery and
properties? Yes___ No___

H. Do you have dressing rooms that are used primarily
for your productions? Yes___ No___

6. PRODUCTION SCHEDULE

- A. Number of plays presented a year for which admission is charged?

None___ 1___ 2___ 3___ 4 or more___

- B. How often is a musical included in your production schedule?

Never___ Every two years___ Yearly___

- C. Do you include one-acts in your yearly production schedule?

Yes___ No___

- D. Do you have an amount budgeted solely for your productions?

Yes___ No___

- E. If you have a budget, what is the yearly amount?

Under \$200___ \$201-\$500___ \$501-\$750___ \$751-\$1000___

\$1001-\$1500___ \$1501-\$2000___ \$2001-\$2500___

Over \$2500___

- F. What has been the most successful nonmusical that you have been associated with at this school (in terms of audience reaction)?

What has been the most successful nonmusical that you have been associated with at this school (measured in terms of an aesthetic experience for the students involved in the production)?

What has been the most successful musical that you have been associated with at this school (in terms of audience reaction)?

7. TEACHER TRAINING AND COURSES TAUGHT

- A. Highest degree attained_____
- B. Institution from which you received that degree

- C. Major area of concentration_____
- D. Number of years you have been involved in high school drama_____
- E. Number of Speech courses you teach each semester:
None___ 1___ 2___ 3___ 4 or more___
- F. Number of Theatre courses you teach each semester:
None___ 1___ 2___ 3___ 4 or more___
- G. Number of English courses you teach each semester:
None___ 1___ 2___ 3___ 4 or more___
- H. Number of courses you teach each semester excluding the above three:
None___ 1___ 2___ 3___ 4 or more___
- I. Check any of the areas with which you were involved while in college (exclusive of classroom work):
Acting___ Directing___ Tech___
- J. Amount of extra financial compensation you receive for directing speech and theatre extracurricular activities:
None___ Under \$300___ \$301-\$500___ \$501-\$750___
Over \$750___

8. NUMBER OF PEOPLE ON THE HIGH SCHOOL FACULTY THAT ARE INVOLVED IN PLAY PRODUCTIONS (music, costumes, stage decoration):

1___ 2___ 3___ 4___ 5___ 6 or more___

9. NUMBER OF THEATRE PRODUCTIONS YOU HAVE ATTENDED, NOT INCLUDING THOSE PRESENTED AT YOUR SCHOOL, DURING THE PAST YEAR:

None___ 1-4___ 5-9___ 10 or more___

10. DO YOU FEEL THAT THERE IS A GOOD RELATIONSHIP BETWEEN THE SPEECH AND DRAMA DEPARTMENT AND ALL OTHER DEPARTMENTS IN YOUR SCHOOL?

Yes___ No___

If the answer is No, which department do you have the most conflicts with?_____

11. WOULD YOU LIST THREE THINGS THAT YOU FEEL WOULD BE THE MOST HELPFUL IN STRENGTHENING YOUR TOTAL THEATRE PROGRAM:

1.

2.

3.

Thank you for your time and effort in completing this questionnaire. Please return the questionnaire in the enclosed self-addressed, stamped envelope.

A SURVEY OF SPEECH AND THEATRE PROGRAMS
IN THE IOWA HIGH SCHOOLS

by

ROBERT CHARLES DAVIDSHOFER

B. A., Loras College, 1959

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARTS

Department of Speech

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1976

The purpose of this report is to investigate the speech and drama programs that are presently in existence in the Iowa high schools. A survey form was sent to 485 high schools with 317 (65%) returning it. Of the total returned, there were 124 schools with an enrollment of 250 or less, 128 with an enrollment of 251-500, 29 with an enrollment of 501-750, and 36 schools with an enrollment over 750.

The first part of the report deals with the various courses offered in the Iowa schools. The information asked included: the amount of time the course is taught each week, the size of the various classes, and the number of semesters that the course is taught. The course offerings surveyed include: Basic Speech, Advanced Speech, Beginning Theatre, Advanced Theatre, and Stagecraft. It was found that 70% of the schools have at least a one-semester speech course, and nearly 50% of the schools offer a course in Beginning Theatre. However 50% of the schools do not offer a course in Advanced Theatre or Stagecraft.

The second part of the survey deals with the school's production schedule. The information asked included: number of productions for which admission is charged, budget allocated for productions, and types of productions. The results show that 50% of the schools have two productions a year, and 70% of the schools operate without a budget for speech and drama.

The third section deals with facilities and equipment utilized by the department in instruction and theatrical performances. It includes information relating to classroom facilities, lighting equipment, storage area, and stage facilities. The results show that 57% of all school productions are performed in a gymnasium.

The fourth section deals with the training of the various speech and drama personnel in the schools. The information asked in this section included: highest degree attained, major area of concentration, and the number of years of involvement in high school speech and drama. The results show that 29% of the speech and drama directors in the Iowa high schools majored in English, and that 77% of these directors have only a B.A. degree. The survey also shows that 45% of these people have less than 4 years of directing experience. The survey concludes with a section dealing with interdepartment relationships, and asks for any recommendations that the various schools thought would help in implementing their speech and drama programs.