

A SURVEY OF SPEECH AND THEATRE PROGRAMS
IN KANSAS HIGH SCHOOLS "

by

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CHAPTER I

INTRODUCTION

During my four years in undergraduate school I encountered students from a variety of Kansas high schools. Having attended the eighth largest high school in Kansas, I was unaware of the conditions and facilities in some of the smaller schools. This study is an attempt to find out about speech and theatre in Kansas high schools. With schools ranging in size from Kendall High School, which has twenty-one students, to Shawnee Mission South High School, which has 2,463 students, it should be interesting to find out the differences that may exist in speech and drama programs.

A 1963 survey by Duane Smith presented an optimistic view of speech and drama in Kansas high schools. Smith reported that 48.8% of Kansas high school speech instructors felt that speech (including drama) was "progressing satisfactorily." Another 45.4% felt that the status of speech (including drama) would improve, and 9.0% indicated that speech (including drama) "has no future" in Kansas.¹ A statement by William Brooks emphasizes the need for improvement in the quality of speech and theatre programs. "There is a need for training to develop those skills necessary to being an effective 'consumer' of communication, and these objectives are becoming even clearer as the sequential growth curriculums in speaking and listening are developed

in elementary and secondary education."²

This study was done for several reasons. They are:

1. To ascertain the number and type of speech and theatre courses offered in Kansas high schools.
2. To ascertain the type and number of productions done in Kansas high schools.
3. To find out what kind of facilities are used for speech and theatre classes and theatre productions and the condition of such facilities.
4. To determine the amount of cooperation received from school administration, other faculty and the community in general.
5. To discover the qualifications and responsibilities of the people who teach these classes.

It is hoped that this study will show an overall view of speech and theatre courses and programs in Kansas high schools and show possible areas for future improvement.

CHAPTER II

PROCEDURE

The subjects for this study were the three hundred and ninety high schools listed in the Kansas State High School Activities Association Membership Directory 1974-1975. The data which serve as the basis of this work were collected by means of a survey sent to every high school listed in the KSHSAA membership directory. Because high school teachers have many duties and may find filling out surveys tedious and annoying, an effort was made to explain the exact purpose of the survey and to assure the teachers that the results would be available to such groups as KSHSAA and the Association of Kansas Theatre. The survey was divided into two parts: Part I asked for information about speech and theatre programs and facilities and Part II dealt with teacher qualifications and general opinion.

The survey, which is reproduced as Appendix A of this study, was developed after research of various M.A. theses and several Ph.D. dissertations. They provided useful examples of survey questions from which to draw and add. Among the works consulted was "A Descriptive Study Of A Three Year Speech Arts Program For High School,"³ an unpublished master's thesis by Jean Scott. Scott's purpose was "to present information, methods, suggestions and guidance concerning the development

of a three year high school speech program."⁴ This thesis contains chapters which give some insight into such areas as the philosophy and training of the teacher of speech and the capacities and personalities of secondary students. Another work is "A Survey Of The Status Of Theatre In United States High Schools,"⁵ a Ph.D. dissertation by Joseph Peluso. "This study is a comprehensive survey descriptive of the character and scope of American high school theatre education (curricular and co-curricular)."⁶ The survey compiled by Peluso was one of the main sources in preparation of the survey form for this study. Donald Orban's Ph.D. dissertation, "A Survey Of Speech Education In The Public Senior High Schools Of The United States 1967-1970,"⁷ provided similar information in the area of speech as the Peluso dissertation did for theatre. Orban's survey dealt with course curriculum, classroom facilities and teacher qualifications. The form used by Orban was also consulted when preparing the questionnaire for this survey.

After the survey form was constructed, copies were given to members of the theatre faculty at Kansas State University. They were asked to fill out the survey and suggest possible ways to improve it. The survey form included an instruction sheet which read as follows:

This questionnaire is part of a master's thesis project to determine the type and number of speech and theatre programs in Kansas high schools. It is also designed to evaluate the qualifications of the teachers in charge of these courses. The results will be available to such groups as Kansas State High Activities Assoc. and the Assoc. of Kansas theatre for use in helping to upgrade Kansas speech and theatre programs. Your cooperation in taking out time to fill out this questionnaire is very much appreciated.

Part I of this questionnaire asks for information about speech and theatre programs and facilities.

Part II of this questionnaire deals with teacher qualifications and general opinions.

The surveys were then mailed to all the high schools in Kansas. After the first initial mailing of the surveys, a follow-up mailing was made to schools in Topeka, Wichita and Kansas City whom had not responded.

There are a few terms and symbols that should be explained for clarity. The terms 1A, 2A, 3A, 4A, and 5A refer to the KSHSAA classifications of Kansas high schools. One "A" schools are those with enrollments from twenty-one to 118 students, two "A" ranges from 119 to 256, three "A" from 257 to 625, four "A" from 637 to 1448, and five "A" from 1491 to 2463. This somewhat unusual classification criterion is due to the organization of schools into leagues for sports activities.

CHAPTER III

PRESENTATION OF DATA

The statistical results of the survey are presented in this chapter in table form. All tables show the raw scores, and in many cases the data were converted to percentages for easier interpretation. All percentages were figured in a manner that indicated the proportion of responding schools who possess a particular facility or encourage a specific type of activity. This means that in those instances where an instructor could choose only one answer, the total number of responses was used as a base. However, in instances where more than one answer was permitted, the total number of responding schools was used as a base. In these cases, the percentages total more than one hundred. When reporting results, the base used will be noted.

Table I presents an overall view of schools in the various classes and the number in each group who responded to the survey. From the three hundred and ninety schools listed in the KSHSAA directory, there were one hundred and sixty-eight teachers who filled out surveys and sent them back. This is forty-three percent of the total three hundred and ninety.

The first three questions on the survey ask for general information: the name of the school, the name of the teacher filling out the survey and the grades of the high school. The

TABLE I
GENERAL INFORMATION

	<u>Total number of schools</u>	<u>Total number responding</u>	<u>Percent</u>
1A schools	149	55	30.2
2A schools	129	60	46.5
3A schools	64	30	46.8
4A schools	32	13	40.6
5A schools	16	10	62.5
Total	390	168	43.0

fourth question asks that the teacher check the facilities used for theatre classes. Table number two presents the results in all five KSHSAA classifications. It should be noted that some teachers checked more than one item.

In Table II, the 1A schools divided their responses between two main categories: "regular classroom" and "offer No theatre courses." In the next three classifications, 2A, 3A, and 4A, the largest percentage of schools use the regular classroom. In the 5A schools, there is again a strong preference for two categories: "regular classroom" and "other." When asked to specify just what the "other" facilities consisted of, there were seven responses. Three schools have little theatres, two use the auditorium stage, one has a regular classroom with a small stage, and one uses both a little theatre and an auditorium. It is encouraging in terms of the expansion of theatre to note that as schools became larger, there were fewer indications of a program not offering theatre classes. The percentages were figured using the total number of schools in each group.

Table III concerns the type of theatre and speech courses offered. It should first be noted that some schools marked more than one answer. The spread of classes offered became wider as the schools got larger. The 1A schools indicated that forty-one of the schools offer basic speech. This is the largest number in any category of 1A schools. The 2A schools divided their most frequent responses between offering the basic speech courses and the introduction to theatre course. The 3A and 4A schools offer primarily basic acting, introduction to theatre

TABLE II SURVEY QUESTION #4
FACILITIES USED FOR THEATRE CLASSES*

	A			AA			AAA			AAAA			AAAAA		
	<u>Raw</u>	<u>Per-</u>		<u>Raw</u>	<u>Per-</u>		<u>Raw</u>	<u>Per-</u>		<u>Raw</u>	<u>Per-</u>		<u>Raw</u>	<u>Per-</u>	
	<u>Score</u>	<u>Cent</u>		<u>Score</u>	<u>Cent</u>		<u>Score</u>	<u>Cent</u>		<u>Score</u>	<u>Cent</u>		<u>Score</u>	<u>Cent</u>	
Regular classroom	20	36.4		46	79.3		27	90.0		11	84.6		6	60.0	
Multi-purpose auditorium, cafeteria, combination auditorium/gymnasium	12	21.8		27	46.6		9	30.0		5	38.5		1	10.0	
Other (specify)	4	7.3		11	19.0		10	33.3		6	46.2		6	60.0	
Offer NO theatre courses	24	43.6		9	15.5		1	3.3		0	0		0	0	

*percentages total more than 100% because the total number of schools in each group was used

TABLE III SURVEY QUESTION #5
COURSES OFFERED
RAW SCORES

	<u>Yes</u>				<u>Full Year</u>				<u>Half Year</u>				<u>Nine Weeks</u>			
	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	
A. Basic Acting	10	30	20	10	9	2	2	6	4	4	5	8	5	2	2	
																0
																0
B. Intro. to Theatre	7	53	29	8	9	2	17	5	3	3	5	4	7	2	2	
																0
																0
C. Basic Speech	41	53	29	13	9	33	19	10	6	2	7	14	9	5	3	
																0
																0
D. Stagecraft	3	18	14	6	10	0	1	3	2	2	3	5	2	1	4	
																0
																0

COURSES OFFERED
CONTINUED

	Mean no. of students/class					Credit equal to major courses									
	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>Yes</u>					<u>no</u>				
A. Basic Acting	<u>12</u>	<u>14</u>	<u>20</u>	<u>26</u>	<u>30</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>
	9	25	19	9	9	1	5	1	1	0					
B. Intro. to Theatre	<u>14</u>	<u>15</u>	<u>20</u>	<u>28</u>	<u>51</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>
	6	22	15	7	8	1	3	2	1	0					
C. Basic Speech	<u>11</u>	<u>20</u>	<u>27</u>	<u>26</u>	<u>35</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>
	35	9	28	12	9	6	0	1	3	0					
D. Stage- Craft	<u>11</u>	<u>14</u>	<u>20</u>	<u>19</u>	<u>20</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>
	2	15	14	5	10	1	3	0	1	0					

and basic speech. In the 5A group, all four categories ranked almost even. There was a wide variation in the duration of the courses except in the 5A classification. No 5A school offered these courses on a nine weeks basis while schools in other classifications did. The part of this question dealing with the average number of days these classes meet is not shown on the table because in all cases except one, the class meets five days per week. The exception was in the 2A classification, under the category of basic speech, there the average was 4.2. This average was lowered by two schools. One listed the class as meeting four days a week; the other listed it as meeting two and one half days a week. The mean number of students per class showed a predictable increase as the size of the school increased. Most schools in each group offered the courses for major credit.

Table IV deals only with those facilities used for play production and performance. Those 1A and 2A schools having a theatre program indicated that the largest percentage use a multi-purpose auditorium, cafeteria, combination auditorium/gymnasium (85.1% for 1A schools, 54.8% for 2A), while most 3A, 4A, and 5A schools use a theatre reserved primarily for performing arts. The percentages here were: 3A - 62.5%, 4A - 71.4%, and 5A - 61.5%. In this case the percentages were figured using the total number of responses.

Table V concerns the number of years since the main facility for theatre was constructed. One A and 2A schools listed the "21-50 years ago" category most often. In 3A the largest group was "10-20 years ago." The 4A and 5A schools were fairly evenly divided between the two aforementioned categories. There were

TABLE IV SURVEY QUESTION #6
FACILITIES USED FOR PLAY PRODUCTION AND PERFORMANCE

	A		AA		AAA		AAAA		AAAAA	
	Raw Score	Per- Cent	Raw Score	Per- Cent	Raw Score	Per- Cent	Raw Score	Per- Cent	Raw Score	Per- Cent
Theatre reserved for performing arts	5	9.1	20	32.2	20	62.5	10	71.4	8	61.5
Multi-purpose auditorium, cafeteria, combination auditorium/gymnasium	45	85.1	34	54.8	9	28.1	1	7.1	1	7.6
Special theatre classroom	0	0	1	1.6	3	9.3	2	14.2	3	23.0
Other (specify)	2	3.7	7	11.2	0	0	1	7.1	1	7.6
We do NO theatrical pro- ductions	1	1.8	0	0	0	0	0	0	0	0
Skipped the question	2		0	0	0	0	0	0	0	0

TABLE V SURVEY QUESTION #7
NUMBER OF YEARS SINCE MAIN FACILITY
FOR THEATRE WAS CONSTRUCTED

	A			AA			AAA			AAAA			AAAAA		
	<u>Raw Score</u>	<u>Per- Cent</u>	<u>Raw Score</u>	<u>Raw Score</u>	<u>Per- Cent</u>	<u>Raw Score</u>	<u>Raw Score</u>	<u>Per- Cent</u>	<u>Raw Score</u>	<u>Raw Score</u>	<u>Per- Cent</u>	<u>Raw Score</u>	<u>Raw Score</u>	<u>Per- Cent</u>	<u>Raw Score</u>
A. 1-4 years ago	2	3.7	7	11.6		2	6.8		1	7.6		0	0		0
B. 5-9 "	2	3.7	11	18.3		5	17.2		0	0		2	20.0		
C. 10-20 "	18	33.9	15	25.0		12	41.3		6	46.1		4	40.0		
D. 21-50 "	25	47.1	20	30.3		7	24.1		5	38.4		4	40.0		
E. 51 or more	6	11.3	7	11.6		3	10.3		1	7.6		0	0		
Skipped the question	2		0			1			0			0			

three schools who skipped this question, possibly due to the instructor's lack of knowledge concerning the year their theatre was constructed. It is interesting to note here that in all five groups the majority of the schools indicated that the building had been built ten to fifty years ago. The percentages were figured according to the total number of responses.

Table VI is related to Table V since it deals with theatre renovation. In all five classifications the largest number of schools indicated that their main facilities for theatre had not been renovated, even though these facilities had been built at least ten years ago. Six schools omitted this question. This is the largest number of schools that omitted any question. There are at least two possible reasons for this. In several cases a whole page was missed, probably due to oversight on the part of the instructor. In reference to this specific question, it is possible that the instructor did not know how long ago the facility was renovated. The percentages were figured according to the total number of responses.

Concerning play production facilities and equipment, Table VII, the 1A schools have their largest single percentage in one category, the category indicating that the school had none of the equipment or facilities mentioned. Very few of the 1A schools seemed to have many of the items listed. As the schools got larger, the number of schools not having any equipment or facilities decreased. The next three classifications, 2A, 3A, and 4A reported their largest percentages in the first two categories listed. These were: dimming equipment and twelve or more spotlights. The 5A schools indicated most of their schools had the

TABLE VI SURVEY QUESTION #8
NUMBER OF YEARS SINCE MAIN FACILITY
FOR THEATRE WAS RENOVATED

[illegible]

TABLE VII SURVEY QUESTION #9
FACILITIES FOR PLAY PRODUCTION*

	A			AA			AAA			AAAA			AAAAA		
	<u>Raw Score</u>	<u>Per- Cent</u>		<u>Raw Score</u>	<u>Per- Cent</u>		<u>Raw Score</u>	<u>Per- Cent</u>		<u>Raw Score</u>	<u>Per- Cent</u>		<u>Raw Score</u>	<u>Per- Cent</u>	
A. Dimming equipment	8	14.5		26	43.1		20	66.6		11	84.6		9	90.0	
B. Twelve or more spotlights	15	27.2		19	32.2		20	66.6		19	76.9		9	90.0	
C. Equipment for flying scenery & drops	5	9.0		4	6.8		8	26.6		6	46.1		9	90.0	
D. Wing space approx. equal to stage area	9	16.3		7	12.0		10	33.3		2	15.3		3	30.0	
E. Scenery & properties construction shop	1	1.8		2	3.4		5	16.6		6	46.1		5	50.0	
F. Scenery & properties storage area	5	9.0		11	19.0		9	30.0		7	53.8		3	30.0	
G. Dressing rooms	5	9.0		9	15.4		10	33.3		8	61.5		8	80.0	
H. Costume construction area	0	0		2	3.4		2	6.6		1	7.6		1	10.0	
None of the above	22	40.0		20	34.4		4	13.3		1	7.6		0	0	

*percentages total more than 100% because the total number of schools in each group was used.

equipment listed but were somewhat lacking in facilities. The total number of schools in each group was used to figure the percentage.

The average number of theatrical productions and the average number of performances presented annually (table VIII) showed the largest number of responses for 1A and 2A schools to be in the one production a year category with very few productions in the other three categories. Three A, 4A, and 5A schools favored the one production and two production categories, leaving the other two almost empty. There were quite a few instructors who did not list the number of performances but did mark the number of productions anyway. Most of the 1A and 2A schools showed the mean number of performances as being between 1.0 and 2.0. In the group called "other" (this being such items as forensics or contests) the 1A schools showed a slightly higher mean of 3.3. Three A and 4A schools' mean number was between two and four performances. The 5A mean was around three, except in the category of plays for presecondary school children where the mean was 12.5, the largest mean of any category.

Under the topic of budget, table IX, 1A schools had their largest number of responses in the "up to \$150" category for both musicals and non-musical full length plays. In the category of budget for musicals in 2A schools, there was a four way spread concerning the largest answer. The four categories were: "up to \$150," "\$151-300," "\$301-500," and "\$501-1000." In the areas of "non-musical full length plays," the 2A schools indicated that seventy-two percent of them have a budget in the "up to \$150" category. As with the 2A schools, the 3A schools had a

TABEE VIII SURVEY QUESTION #10
AVERAGE NUMBER OF THEATRICAL PRODUCTIONS
PRESENTED ANNUALLY

1A SCHOOLS					mean no. of performances per production
	<u>1 production/ yr.</u>	<u>2 productions/ yr.</u>	<u>3 productions/ yr.</u>	<u>4 or more</u>	
A. Musicals	14	0	0	0	1.8
B. Full length play	23	27	0	0	1.5
C. Plays for pre-secondary school children	3	2	0	0	1.0
D. One Act plays	22	7	5	5	1.9
E. Other (specify)	5	1	0	2	3.2
2A SCHOOLS					
A. Musicals	25	1	0	0	1.0
B. Full length play	29	21	1	0	1.4
C. Plays for pre-secondary school children	13	3	0	0	1.1
D. One Act plays	29	5	8	4	1.6
E. Other (specify)	5	3	0	0	1.1

TABLE VIII CONTINUED

3A SCHOOLS

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4 or more</u>	<u>mean no. of performance</u>
A. Musicals	17	2	0	0	2.6
B. Full length plays	11	15	2	0	2.2
C. Plays for pre-secondary school children	8	2	1	0	2.6
D. One Act plays	14	4	2	3	4.0
E. Other (specify)	2	2	0	1	2.5

4A SCHOOLS

A. Musicals	7	1	0	1	3.0
B. Full length plays	0	7	1	0	2.3
C. Plays for pre-secondary school children	3	4	1	0	3.7
D. One Act plays	6	1	2	1	2.2
E. Other (specify)	3	0	0	0	2.0

TABLE VIII CONTINUED

5A SCHOOLS

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4 or more</u>	<u>mean no. of performance</u>
A. Musicals	9	0	0	0	3.1
B. Full length plays	0	7	2	0	3.2
C. Plays for pre-secondary school children	3	2	1	0	12.5
D. One Act plays	2	0	1	5	3.6
E. Other (specify)	0	0	0	0	0

TABLE IX SURVEY QUESTION #11
AVERAGE PRODUCTION EXPENSE BUDGET PER SHOW

1A Schools

	up to \$150	151-300	301-500	501-1000	1001-2500	More than 2500
	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score
	Per-Cent	Per-Cent	Per-Cent	Per-Cent	Per-Cent	Per-Cent
A. Musicals	11 57.8	6 31.5	1 5.2	0 0	1 5.2	0 0
B. Non-musical full length plays	33 91.4	2 5.5	1 2.5	0 0	0 0	0 0

2A SCHOOLS

A. Musicals	6 25.0	6 25.0	5 20.8	6 25.0	1 4.1	0 0
B. Non-musical full length plays	36 72.0	12 24.0	2 4.0	0 0	0 0	0 0

TABLE IX CONTINUED

3A SCHOOLS

		<u>Up to \$150</u>		<u>151-300</u>		<u>301-500</u>		<u>501-1000</u>		<u>1001-2500</u>		<u>More than 2500</u>	
		<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>
		<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>
A.	Musicals	4	21.0	3	15.7	5	26.3	6	31.5	1	5.5	0	0
B.	Non-musical full length plays	9	31.0	14	53.8	4	13.9	2	6.9	0	0	0	0

4A SCHOOLS

A.	Musicals	0	0	0	0	2	22.2	3	33.3	4	44.4	0	0
B	Non-musical full length plays	3	23.0	7	53.8	1	7.6	2	15.3	0	0	0	0

TABLE IX CONTINUED
5A SCHOOLS

	<u>Up to \$150</u>		<u>151-300</u>		<u>301-500</u>		<u>501-1000</u>		<u>1001-2500</u>		<u>More than 2500</u>	
	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>	<u>Raw</u>	<u>Per-</u>
	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>	<u>Score</u>	<u>Cent</u>
A. Musicals	0	0	0	0	0	0	1	11.1	7	77.7	1	11.1
B. Non-musical full length plays	0	0	2	22.2	2	22.2	4	44.4	1	11.1	0	0

Skipped the question 1

four way spread for musicals from the "up to \$150" category through "501-1000" and one school marked "1001-2500." Over half of the schools in this group indicated their budget for non-musical full length plays to be in the "151-300" category. The budget of 4A schools for musicals started in a higher category, "301-500" and had a fairly even spread through the "1001-2500" category. The non-musical area was similar in its ranking to the 3A group. Seven of the ten 5A schools indicated a budget for musicals in the "1001-2500" category, with one having a budget in the "501-1000" category and one in the "more than 2500." There was an even spread from "151-300" to "1001-2500" for non-musical full length plays. One school omitted this entire page, possibly due to an oversight.

Student directed plays (table X) seem to be in the minority in 1A and 2A schools. The percentages indicated that the largest number of each classification never have students direct plays. The most frequent response for 3A and 4A schools was closely divided between never having students direct plays and having them direct less than twice a year. The 5A schools seemed to give students more opportunities to direct, since the highest percentages were in the twice or more and less than twice a year categories. There was quite a variance in the number of schools in each classification that have students design sets, lights, etcetera. In the area of having student written scripts used for public performances, again the largest number of each classification indicated they never use student scripts. However, the 3A schools were very closely divided between the "never" category (sixteen) and the less than twice a year category(thir-

TABLE X SURVEY QUESTION #12
STUDENT OPPORTUNITY

	<u>Twice or more per year</u>					<u>Less than twice a year</u>					<u>Never</u>				
	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>
A. Direct plays	1	5	5	1	4	12	18	14	6	3	35	30	11	5	1
B. Design settings, lighting, cos- tumes, etc. for productions	5	17	14	6	4	20	25	11	4	3	24	11	4	2	1
C. Have public per- formances of original scripts they have written	0	2	1	0	0	2	8	13	4	3	45	44	16	7	4

teen).

For the next table, which show teachers' ratings of speech and theatre equipment and facilities, (table XI) each choice (excellent, good, satisfactory, mediocre and poor) was given a numerical designation (five equals excellent, one equals poor). These numbers were added together for each category and a mean was found. In the area of classroom facilities and equipment, all five classifications had mean scores between 2.5 and 3.5 except for the 2A schools in the area of classroom equipment, where the mean was 3.8. Concerning theatre facilities and equipment, there was a steady progression upwards from 1A schools with a mean of 1.4 for theatre equipment and 1.6 for theatre facilities to the 5A schools with a mean of 2.8 for theatre equipment and 3.1 for theatre facilities. On the whole, classroom facilities and classroom equipment were rated higher than theatre facilities and equipment.

The next question asked the instructor to list his or her undergraduate major, minor, and area of concentration. In addition each was asked to list all the subjects that he was certified by the state of Kansas to teach. A large number of teachers failed to provide a complete answer to the segment of this question concerning graduate degrees and certification. Due to the vagueness of the responses, a table was not possible. Most instructors did list an undergraduate major. Concerning the fifty-five 1A schools that responded, fifty-two answered this question; three omitted it. Of these fifty-two, thirty-four listed speech and/or drama as at least one of their majors, seventeen had English and some other major and one had history.

TABLE XI SURVEY QUESTION #13
SPEECH AND THEATRE EQUIPMENT AND FACILITIES

	<u>A</u>	<u>AA</u>	<u>AAA</u>	<u>AAAA</u>	<u>AAAAA</u>
A. Classroom facilities	2.6	3.3	3.2	3.0	3.1
B. Classroom equipment (tape recorders, ros- trums, film projectors, etc.)	2.6	3.8	3.4	3.2	3.1
C. Theatre production fa- cilities	1.6	1.9	2.5	2.7	3.1
D. Theatre equipment (lighting, costumes, stage tools, sewing machines, etc.)	1.4	2.0	2.3	2.6	2.8

Eight instructors omitted this question in the 2A classification. In all cases other questions on the page were answered so there is no obvious reason for the large number of omissions. Fifty-two listed speech and/or drama as one of their majors in the 2A schools, twelve listed English and one listed only music. Only two of the 3A schools omitted the question, twenty-six listed speech and/or drama and there were two English. No single majors were listed in other areas. The responding 4A schools had three instructors omit this question, nine had speech and/or drama, and one had English. Again there were no other single majors listed. All ten of the responding 5A schools answered this question, and every school listed speech and/or drama.

A look at table XII shows that the number of years the instructor has been teaching increases with the size of the school. This same increase is seen in the second category; "mean number of years instructor has been teaching speech and/or theatre courses." There is also a strong indication that the larger schools have a smaller turnover in teachers. The mean number of years in present school for 5A schools is three years higher than any of the other four classifications, indicating the smallest turnover.

The next question on the survey asked for a brief resume of the instructor's previous theatre experience. In the 1A schools, fifty instructors listed some former experience in either high school or college, three had no previous experience and two instructors omitted the question. The 2A classification had a similar distribution. Fifty-five had some experience, two did not have any experience, and three omitted the question.

TABLE XII SURVEY QUESTION #2
YEARS TEACHING

	<u>A</u>	<u>AA</u>	<u>AAA</u>	<u>AAAA</u>	<u>AAAAA</u>
A. Mean number of years instructor has been teaching	5.6	5.0	6.3	8.4	11.9
B. Mean number of years instructor has been teaching speech and/or theatre courses	4.2	5.4	6.5	8.2	11.1
C. Mean number of years instructor has been teaching in present school	3.2	3.9	5.7	4.6	8.7

TABLE XIII SURVEY QUESTION #4
 MEAN NUMBER OF THEATRE PRODUCTIONS
 ATTENDED BY INSTRUCTOR

	<u>A</u>	<u>AA</u>	<u>AAA</u>	<u>AAAA</u>	<u>AAAAA</u>
A. 10-14	16	18	13	5	7
B. 5-9	18	18	13	7	3
C. 1-4	18	22	4	1	0
D. none	2	2	0	0	0
Skipped the question	1	0	0	0	0

TABLE XIV SURVEY QUESTION #5 and #6
EXTRACURRICULAR ACTIVITIES

	<u>Yes</u>					<u>No</u>				
	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>	<u>1A</u>	<u>2A</u>	<u>3A</u>	<u>4A</u>	<u>5A</u>
Instructor receive extra financial compensation for directing speech and/or theatre extracurricular activities.	46	49	29	12	10	9	11	1	1	0
Skipped the question	0	0	0	0	0					
Instructor receive a reduced teaching load for directing speech and/or extracurricular activities.	1	0	0	0	0	54	54	30	13	10
Skipped the question	0	6	0	0	0					

The distribution was better for 3A schools because twenty-nine out of thirty instructors had experience, with the one other school omitting the question. All the responding instructors in the 4A and 5A classification reported that they had previous experience.

The results of table XIII (mean number of theatre productions attended by instructors per year) are very encouraging. There was an even spread in 1A and 2A schools over the first three categories; "10-14" through "1-4." Only two instructors in each classification reported they had attended no performances and one 1A school omitted the question. The first two categories ("10-14," "5-9") were marked more often by the 3A and 4A schools, while the 5A schools presented the highest proportion in the "10-14" category. This seems to indicate that most instructors are making an effort to attend quite a number of outside performances.

A large majority of the responding instructors receive extra compensation for directing speech and/or theatre extracurricular activities (table XIV). Most 1A schools receive extra financial compensation. 81.8% of the instructors receive extra financial compensation, 16.1% did not receive any extra financial compensation and three instructors omitted the question. The 2A instructors were very close to the 1A. There was 81.9% receiving extra financial compensation and 18.3% did not. The percentages in number of responses in both the 3A and 4A classification were very similar to each other. In the case of the 3A schools, 96.9% answered "yes" to extra financial compensation and 3.4% said "no." The 4A

schools indicated 92.3% in the "yes" column and 7.6% "no." The percentage in 5A schools was the highest; 100% receive extra financial compensation.

Concerning a reduced teaching load for directing speech and/or theatre extracurricular activities, a shift was made from the "yes" column to the "no" column. The vast majority (98.1%) of 1A schools received no reduced teaching load; only 1.8% did. Six 2A schools omitted the question but all of the remaining schools who responded to the question indicated they did not receive a reduced teaching load. In the three remaining classifications; 3A, 4A, and 5A, there was a 100% indication of no reduced teaching load.

A slight problem arose concerning the next question (table XV). A list of possible ways to improve the school's theatre program was given and the instructor was asked to chose three items from the list as being the most helpful. The word "three" was clearly underlined, yet there were a large number of 1A and 2A instructors who could not follow directions and chose more than three answers. The 3A and 4A instructors were better at following directions. Only one instructor in each of these classifications chose more than three answers. The 5A classification followed the directions very well. Due to the inability of some instructors to follow directions, two separate tallies were made, one tally of those who chose three answers and one for the more than three group. A comparison of the ranking of those who chose three answers and those who chose more than three showed both to be very similar so a total was made in order to decide whether one response was indicated more

TABLE XV SURVEY QUESTION #7
STRENGTHENING THE THEATRE PROGRAM

	<u>A</u>				<u>AA</u>				<u>AAA</u>			
	<u>Chose Three</u>	<u>More Than</u>	<u>Total</u>	<u>Rank</u>	<u>Chose Three</u>	<u>More Than</u>	<u>Total</u>	<u>Rank</u>	<u>Chose Three</u>	<u>More Than</u>	<u>Total</u>	<u>Rank</u>
Opportunities for theatre teacher(s) to participate in training programs with accomplished theatre practitioners.	3	6	15	6	10	4	14	5	13	1	14	-2
More opportunities for students to attend outstanding theatrical productions.	17	6	23	4	7	6	13	6	12	1	13	3
More funds available for your play production activities	20	6	26	3	29	3	32	2	9	1	10	5
Additional theatre-trained faculty.	8	3	11	8	14	5	19	4	10	0	10	5
Improved facilities for play production and theatre classes.	33	8	41	1	39	6	45	1	16	0	16	1
Opportunities for students to participate in workshops or seminars guided by accomplished theatre practitioners.	10	8	18	5	19	4	23	3	12	0	12	4
Expansion or theatre courses into your school curriculum.	23	6	29	2	18	1	19	4	7	0	7	6
Opportunities for students to work with local, "out-of-town" theatre organizations.	10	2	12	7	5	2	7	7	4	1	5	7

STRENGTHENING THE THEATRE PROGRAM
CONTINUED

	AAAA				AAAAA			
	<u>Chose</u>	<u>More</u>	<u>Total</u>	<u>Rank</u>	<u>Chose</u>	<u>More</u>	<u>Total</u>	<u>Rank</u>
	<u>Three</u>	<u>Than</u>			<u>Three</u>	<u>Than</u>		
Opportunities for theatre teacher (s) to participate in training programs with accomplished theatre practitioners.	4	0	4	4	1	0	1	5
More opportunities for students to attend outstanding theatrical productions.	5	1	6	3	2	0	2	4
More funds available for your play activities.	7	1	8	1	5	0	5	4
Additional theatre-trained faculty	4	0	4	4	7	0	7	2
Improved facilities for play production and theatre classes.	7	1	8	1	8	0	8	1
Opportunities for students to participate in workshops or seminars guided by accomplished theatre practitioners.	6	1	7	2	2	0	2	4
Expansion of theatre courses into your school curriculum.	2	1	3	5	0	0	0	6
Opportunities for students to work with local, "out-of-town" theatre organizations.	1	0	1	6	0	0	0	6

often. The questions were then ranked according to the frequency with which they were chosen. Table XV shows the results. The first interesting fact that is noted is that all five groups have as the number one ranked choice "improved facilities for play production and theatre classes." The 4A schools had a tie between this response and the question concerning more funding. In all groups except 1A the lowest ranked choice was "opportunities for students to work with local, 'out-of-town' theatre organizations." The 1A group had this question and "additional theatre-trained faculty" ranked very closely as lowest. The rest of the schools were quite varied in their responses to the other questions.

The final question of the survey is very important because it concerns the cooperation of school administration, faculty, students, and the community. Each choice was given a numerical designation (for instance, one equaled poor and five equaled excellent). The numbers were added together and a mean was found. The overall mean was not as high as could have been wished. All five classifications rated all five categories between 2.5 and 3.5 with three exceptions. The 4A and 5A schools rated their school administration 3.6 and 4.0 respectively. The 5A schools rated the local community theatre 2.1. The 2A, 3A, 4A, and 5A schools rated the school administration the highest of the five categories. The 1A schools rated school administration second, one tenth of a point below the general student body.

TABLE XVI SURVEY QUESTION #8
COOPERATION FOR YOUR THEATRE PROGRAM

	<u>A</u>	<u>AA</u>	<u>AAA</u>	<u>AAAA</u>	<u>AAAAA</u>
A. School administration	3.4	3.5	3.3	3.6	4.0
B. Other faculty members	3.1	3.0	3.1	3.4	2.9
C. General student body	3.5	2.5	3.0	3.0	3.4
D. General community	3.0	3.0	3.0	3.0	3.2
E. Local community theatre (if there is one)	3.0	3.0	2.7	3.0	2.1

CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this survey was to probe the speech and theatre curriculums in Kansas high schools. It was an attempt to find out about teacher qualifications, speech and theatre courses, productions, and the cooperation of certain groups.

The first section of this study stated the reasons that it was done. The first reason was to ascertain the number and type of speech and theatre courses offered in Kansas high schools. The study showed that the larger the school, the more numerous the variety of courses in addition to basic speech. The mean number of courses offered for each classification was: (1A) 1.1, (2A) 2.5, (3A) 3.0, (4A) 2.8, and (5A) 3.7. The 3A and 4A schools were very close in their scores but there was a steady progression from the 1A schools to the 5A schools with the 5A schools offering the largest number of courses.

The second reason was to ascertain the type and number of productions done in Kansas high schools. The 1A and 3A schools rated full length plays first and one acts second as the most frequent type of production. The 2A, 4A, and 5A schools rated one acts first and full length plays second. Since musicals cost more money to produce, many schools may choose not to do them.

The third reason was to ascertain the type and number of

productions done in Kansas high schools. When all five school classifications were added together, it was determined that ninety schools use a "multi-purpose auditorium, cafeteria, or combination auditorium/gymnasium." This means that the largest number of schools must share their facility with gym classes, students eating lunch and other activities. The second most popular choice was a "theatre reserved for performing arts." It is encouraging to find that sixty-three schools have their own theatre even if it was not the top choice. Of those schools which have a theatre, a large number have dimming equipment and an even larger number have spotlights. The opposite extreme is true for scenery and properties construction shops and costume construction area. Only a few school theatres have either of these facilities. In addition, it was also shown that schools in all five groups overall rate the quality of theatre facilities and classrooms lower than speech facilities and classrooms.

In the area of cooperation, the categories ranked as follows: school administration, other faculty members, general student body, general community, and local community theatre. Unfortunately none of the ratings were very high (school administration rated between 3.3 and 4.0 while local community theatre rated between 2.0 and 3.0). A quality speech and theatre program needs a large amount of cooperation from all of the aforementioned people.

Concerning the qualifications and responsibilities of speech and theatre instructors, there is, of course, a basic assumption that the instructors were honest in their responses. On the whole, the instructors seem to be basically qualified. In some cases they did not have as much practical theatre ex-

perience as would have been desired. In regard to the responsibilities of instructors, there were these comments from some 1A schools.

In most schools (under 100 students), we must plead for each student's time. After school comes a sport--I fight coaches (kids off at 7:00 from basketball); mothers (who feel that kids must eat, silly mothers); and the kids themselves who feel that rehearsal time is fun time. I am 'encouraged' to find a play for all members of the class. Finding parts for students who cannot read is difficult. Plays must be in good taste and relatively cheap in royalty fees... I was not mentally nor am I physically prepared to do all that is asked of a teacher in a small school.

H[igh] S[chool] is insistent upon giving class (Jr., Sr.) plays. This limits the quality of production since the director is expected to use each student from the class, whether he is interested or not.

I consider myself primarily an English-Speech teacher and do dramatics by default--there is no one else; I am often embarrassed by my lack of knowledge about the theatre and stage--not from a literary viewpoint, but the technical.

I feel that something needs to be done about local schools forcing unprepared personnel to be a speech and drama sponsor. Schools really need to offer speech and drama classes in school instead of expecting all of this to be extracurricular.

There is also this comment from a 2A instructor:

Fortunately, I have done well this year under the circumstances which include my lack of training. In small Kansas high schools each faculty member is expected to perform many duties for which he or she may or may not be qualified. As preferable as it would be to have qualified personnel teaching specific areas, administrators and school boards prefer "jack-of-all-trades" and "master of none."

It is interesting to note that most of the teachers who commented on the last page of the survey where space was provided, were

1A and 2A schools. As the schools got larger, there were fewer instructors making comments. Maybe they did not have much to comment about, since facilities and conditions in general seem to improve as the school gets larger. This is also an important point. The larger schools seem to have fewer needs than the smaller ones. An effort should therefore be made to find ways to help the smaller schools. Why should a student be deprived because he goes to Kendall (twenty-one students) instead of Shawnee Mission South (2,463 students)? As a final note, it might be of benefit to quote some of the instructors in the 1A, 2A, and 3A schools concerning some of the other problems facing instructors of speech and theatre. The largest complaint was concerning sports.

...We constantly have a hassle with the sports program, not just in begging time in the gym-auditorium, but also most of the male students consider drama and theatre to be a very sissified project. (1A school)

The tragedy of the cultural arts in Kansas high schools is that our Kansas High School Activities Association has added so many activities to the high school program that many of the arts are beginning to suffer. The over emphasis of competition athletics is a case in point. (2A school)

It is impossible, but it would be great to receive even $\frac{1}{2}$ of the attention and support that the athletic program receives. (2A school)

Time is what we all need. The theatre program suffers because it does not offer the sort of entertainment that the sports program does. After all, no one could compete with throwing Christians to the lions either. It is time-consuming to rehearse in the evenings and the kids can't see the point. One gets more glory by being an athlete than one does having the lead in the school play. (2A school)

Drama interest is very weak in this community. I wonder if other communities are as sports mad as this one. Our fine arts program is practically nil. (2A school)

Our school and community are very athletic minded. Sports are given large budgets while we are expected to present good high quality plays and musicals with very little money. (2A school)

Theatre must have a priority if it is going to 'go over' in any school. In our school of 190 students, the traditional 'Junior-Senior' play has been dreaded as much as anticipated because a reluctant English or Art teacher has been drafted to direct and rehearsal time has been placed in competition with football practice, basketball practice, homecoming activities, etc. (2A school)

These are some comments concerning needs in general.

Our theatre facility is located at the jr. high which is approximately 3 miles from the high school. We have no auditorium at the high school and transportation is always a problem during stagecraft class. The school board persists in making small changes like painting the old auditorium to keep from having to build one for use by the high school although the one at the jr. high is condemned--and a fire hazard. (2A school)

Speech and Drama is offered almost as an aside to the regular curriculum. Most of the students take it to avoid taking Senior English therefore the quality overall has much to be desired. I feel in order for the program to change this trend it would be necessary for me to get more training than I have to present and for the facilities to be greatly upgraded. (2A school)

To me the major problems on the high school level are lack of administrative understanding. Administrators have no idea what is involved in producing plays and many times they think anyone can direct a play. They fail to realize it takes a certain area of knowledge to direct a play professionally. On lack of facilities, you could write a book. The Drama Dept. is the one who always gets the raw deal on everything. (3A school)

Believe it or not, there were some encouraging comments.

We produce plays in spite of our handicaps. The

students think up ways of getting around them. We have an active local drama club that has memorized performances at meetings and attends area college performances. We have developed these--plus taking a very active part in our league speech festival--attending regional. I am trained as an English teacher with just 7 hours of speech and I class a day of speech--5 of English. But I am very interested in the speech activities and have built up the program at the school since I have been responsible for it. Our "grandfather clause." If it became necessary for the teacher to be more highly qualified, the course might be dropped. (2A school)

Considering the small community and outmoded facilities, response to the theatre/plays has been most enthusiastic. Plans are in the making for complete renovation (including stage areas). Cooperation is excellent - from faculty, administration, and especially student body. (1A school).

I sincerely believe that those who are theatre teachers in Kansas can produce worthwhile high school shows with little technical/facility difficulty. The stage one has to work with is not a detriment to a good show--as in a touring company--the director must adapt to the stage presented him and go from there.

Too many of us wish for a new auditorium and lighting facilities similar to that of college, and blame our 'lack of productions' upon that fact rather than admitting lack of imagination.

Because our theatre program has been consistently building, we must strive to accomodate ourselves with the surroundings and become their master rather than the other way around.

Good theatre is the actor and his ability to portray character, rather than the number of lights one has at his disposal, and the gym or auditorium in which one presents his show. (2A school)

It is of course realized that these comments are related to specific incidents, but they do, in some cases, have reoccurring themes such as interference from sports activities and poor facilities for play production.

In general it can be stated that the larger the school, the better the theatre program. The smaller schools offer a basic speech course, but in many of them the only form of

theatre is the extracurricular production, and there is little or no classroom training offered to the students. There is an apparent need to find ways of helping the smaller schools upgrade their facilities and courses.

FOOTNOTES

¹Duane V. Smith, "The Apparent Status Of Speech In Selected Kansas High Schools" (Master's thesis, University of Kansas, 1963), p. 53.

²William D. Brooks, "The Status Of Speech In Secondary Schools: A Summary Of State Studies," The Speech Teacher, XVIII (November, 1966), p. 281.

³M. Jean Scott, "A Descriptive Study Of A Three Year Speech Arts Program For High School" (Master's thesis, Kansas State University, 1962).

⁴Ibid., p. 1.

⁵Joseph L. Peluso, "A Survey Of The Status Of Theatre In United States High Schools" (Ph.D. dissertation, Columbia University, 1971).

⁶Ibid., introduction.

⁷Donald K. Orban, "A Survey Of Speech Education In The Public Senior High Schools Of The United States 1967-1970" (Ph.D. dissertation, Indiana University, 1973).

APPENDIXES

Part I

1. Name of School _____
2. Name of teacher filling out questionnaire _____
3. Inclusive grades of your high school: 7-12 _____ 8-12 _____
9-12 _____ 10-12 _____
4. Check which of the following facilities you use for theatre class(es)
 - a. Regular classroom _____
 - b. Multi-purpose auditorium, cafeteria, combination auditorium/gymnasium _____
 - c. Other (Specify) _____
 - d. We offer NO theatre courses _____

IF D, GO TO QUESTION 6

5. Does your school offer a course such as:

	Yes or No	full yr. or half yr.	hrs. per week class meets	ave. no. of students	does student receive credit equal to a major academic course
a. Basic Acting	_____	_____	_____	_____	_____
b. Intro. to Theatre	_____	_____	_____	_____	_____
c. Basic Speech	_____	_____	_____	_____	_____
d. Stage-Craft	_____	_____	_____	_____	_____

6. Check which facility you use for play production and performance.

- a. Theatre reserved primarily for performing arts. _____
- b. Multi-purpose auditorium, cafeteria, combination auditorium/gymnasium. _____
- c. Special theatre classroom _____
- d. Other (Specify) _____
- e. We do NO theatrical productions _____

IF E, GO TO #13

7. Indicate the number of years since your main facility for theatre productions was constructed.

- a. 1-4 years ago _____
- b. 5-9 " " _____
- c. 10-20 " " _____
- d. 21-50 " " _____
- e. 51 Or more _____

8. Indicate the number of years since your main facility for theatre production underwent large scale renovation.

- a. 1-4 years ago _____
- b. 5-9 " " _____
- c. 10-20 " " _____
- d. 21-50 " " _____
- e. 51 or more _____

9. Check which of the following you have for play production and performance.

- a. Equipment for dimming lights. _____
- b. Twelve or more spotlights (scoops, fresnel, leko) _____
- c. Equipment for flying scenery & drops. _____
- d. Wing space approx. equal in area to stage space. _____
- e. Scenery & properties construction shop (for that purpose only). _____
- f. Scenery & properties storage area (specifically constructed for that purpose). _____
- g. Dressing rooms (specifically constructed for that purpose). _____
- h. Costume construction area (specifically constructed for that purpose). _____

10. Circle the average number of theatrical productions your school presents annually in each category. Indicate number of performances, of each production, on the average.

						No. of per- formances
a. Musicals	0	1	2	3	4 or more	_____
b. Full length play	0	1	2	3	4 or more	_____
c. Plays for pre-secondary school children	0	1	2	3	4 or more	_____
d. One Act plays	0	1	2	3	4 or more	_____
e. Other (specify)	0	1	2	3	4 or more	_____

11. Check the category which includes your average production budget per show.

	up to \$150	151- 300	301- 500	501- 1000	1001- 2500	more than 2500
a. Musicals	_____	_____	_____	_____	_____	_____
b. Non-musical full length plays	_____	_____	_____	_____	_____	_____

12. Are students in your school ever given the opportunity to:
(check one)

a. Direct plays? Twice or more/yr. _____ Less than twice a yr. _____
Never _____

b. Design settings, lighting, costumes, etc. for productions:
Twice or more/yr. _____ Less than twice a yr. _____

c. Have public performances of original scripts they have written.
Twice or more/yr. _____ Less than twice a yr. _____

13. Check the response for each item below which most accurately represents your opinion of the adequacy of each item listed.
(In relationship to speech and theatre)

excellent good satisfactory mediocre poor

a. Classroom facilities	_____	_____	_____	_____	_____
b. Classroom equipment (tape recorders, rostrums, film projectors, etc.)	_____	_____	_____	_____	_____
c. Theatre production facilities	_____	_____	_____	_____	_____
d. Theatre equipment (lighting, costumes, stage tools, sewing machine, etc.)	_____	_____	_____	_____	_____

Part II

1. Please list your undergraduate major and minor and area of concentration if you have a master's degree. Also indicate the subjects you are certified by the state of Kansas to teach.

2. Please answer the following.

- a. Years you have been teaching _____
- b. Years you have been teaching speech and/or theatre
courses _____
- c. Years you have been teaching in present school _____

3. Please list a brief resume of your theatre experience (acting, directing, tech, etc.).

4. Please check the number of theatre productions you have attended, not including those presented at your school, within the past two years.

- a. 10-14 _____
- b. 5-9 _____
- c. 1-4 _____
- d. none _____

5. Do you receive extra financial compensation for directing speech and/or theatre extracurricular activities?

yes _____ no _____

6. Do you receive a reduced teaching load for directing speech and/or theatre extracurricular activities?

yes _____ no _____

7. Check the three items on the list below that you feel would be most helpful in strengthening your total theatre program:

- _____ a. Opportunities for theatre teacher(s) to participate in training programs with accomplished theatre practitioners.
- _____ b. More opportunities for students to attend outstanding theatrical productions.
- _____ c. More funds available for your play production activities.
- _____ d. Additional theatre-trained faculty.
- _____ e. Improved facilities for play production and theatre classes.
- _____ f. Opportunities for students to participate in workshops or seminars guided by accomplished theatre practitioners.
- _____ g. Expansion (or introduction) of theatre courses into your school curriculum.
- _____ h. Opportunities for students to work with local, "out-of-town" theatre organizations.

8. Rate the cooperation you get for your total theatre program from each of the following sources by circling a number from 5 (excellent) to 1 (poor).

	Excellent		Average		Poor
a. School administration	5	4	3	2	1
b. Other faculty members					
c. General student body					
d. General community					
e. Local community theatre (if there is one)					

9. If there are any other comments you would like to make concerning any of the previously mentioned areas, please do so in the space provided below.

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

Janet E. Kurtz
Dept. of Speech
East Stadium
Kansas State University
Manhattan, Ks. 66502

APPENDIX B

KANSAS HIGH SCHOOLS LISTED

IN KSHSAA MEMBERSHIP DIRECTORY

* indicates schools who returned completed surveys

Class A

*Agra-Eastern Heights	*Copeland
*Almena-Northern Valley	Courtland
Argonia	*Cuba-Hillcres
Ashland	*Cunningham
Attica	Deerfield
Axtell	*Denton-Midway
*Baileyville-B&B	Dexter
*Bazine	Dorrance
*Beloit-St. John's	*Downs
*Bennington	Elwood
Bern	*Ensign
Bird City	Esbon
Bogue	*Fowler
Brewster	Garden Plain
Brookville--Ell-Saline	Geneseo
*Bucklin	*Glasco
Buffalo--Altoona-Midway	Goessel
*Burlingame	Gorham
*Burr Oak	Gridley
*Burrton	*Grinnell
Bushton	*Hamilton
*Canton--Canton-Galva	*Hanston
Cawker City-Waconda East	Hartford
*Cedar Vale	*Haviland
*Chase	*Healy
Chetopa	Herndon
Clifton	Highland
*Clyde	*Holcomb
*Coldwater	Holyrood
*Colony-Crest	*Hope

Hutchinson-Central Christian
 Hutchinson-Trinity
 Ingalls
 *Jamestown
 Jennings
 *Jewell
 Junction City-St. Xavier
 Kansas City-Savior of the World
 Kansas City-School for the Visually
 Handicapped
 *Kendall
 Kensington-West Smith Co.
 Kiowa-South Barber
 Lebanon
 Lebo
 *Lenora
 *LeRoy
 Lewis
 *Linn
 *Linwood
 *Little River
 Logan
 *Longton-Elk Valley
 Lucas
 Luray
 *McCracken
 *McCune
 Macksville
 Madison
 Manhattan-Luckey
 Marquette
 Melvern
 Miltonvale
 *Minneola
 *Montezuma
 Morland

*Morrowville-North Central
 Moscow
 *Mullinville
 Natoma
 Norwich
 Olathe-Ks. School for the Deaf
 *Olpe
 *Oskaloosa
 Oswego
 Palco
 Pittsburg-Colgan
 Pleasanton
 Powhattan
 Pratt-Skyline
 *Pretty Prairie
 Protection
 Quenemo
 *Quinter
 *Randolph-Blue Valley
 *Ransom
 Reading
 Rexford-Golden Plains
 Rolla
 Rosalia-Flinthills
 Rozel-Pawnee Heights
 St. George
 St. Paul
 *Satanta
 Scandia
 Sedgwick
 Sharon
 Sharon Springs-Wallace Co.
 *Soloman
 South Haven
 Spearville

Stafford
 Summerfield
 Sylvan Grove
 Tescott
 Thayer
 Tipton
 *Udall
 Utica-Nes Tre La Go
 Wakefield
 Waverly
 Weskan
 Westmoreland
 Wetmore
 White City
 Williamsburg
 Wilson
 Winona-Triplains
 Zenda--Nashville-Zenda

Class AA

*Allen-Northern Heights
 Alma-Wabaunsee
 Arma-Northeast
 *Assaria-Southeast of Saline
 Atwood
 Baldwin
 *Basehor
 Baxter Springs
 *Belle Plaine
 Belleville
 Beloit
 *Blue Rapids-Valley Heights
 Burden-Central
 *Burlington
 Caldwell
 Caney-Caney Valley

*Centralia
 *Cheney
 Cherokee-Southeast
 Cherryvale
 *Cimarron
 Claflin
 Clearwater
 *Conway Springs
 *Cottonwood Falls-Chase Co.
 Dighton
 *Douglass
 *Easton-Pleasant Ridge
 *Elbing-Berean Academy
 Elkhart
 *Ellinwood
 Ellis
 Erie
 Eskridge-Mission Valley
 *Eudora
 Frankfort
 Frontecac
 *Galena
 Grainfield-Wheatland
 Greensburg
 *Halstead
 *Hanover
 *Herington
 *Hesston
 *Hill City
 *Hillsboro
 Holton-Jackson Heights
 Horton
 *Howart-West Elk
 Hoxie
 Hoyt-Royal Valley
 *Hugoton

*Humboldt	*Nortonville-Jefferson Co.
*Inman	*Oakley
Jetmore	Oberlin-Decatur Comm.
Johnson-Stanton County	*Onaga
Kansas City-Piper	*Osage City
Kinsley	*Osborne
*Kismet--Kismet-Plains- Southwestern Heights	*Otis--Otis-Bison
LaCrosse	Peabody--Peabody-Burns
LaCygne-Prairie View	Perry--Perry-Lecompton
Lakin	Plainville
*Langdon-Fairfield	Pomona
*Leavenworth-Immaculate	Richmond-Central Heights
*Leon-Bluestem	*Riley-Riley County
*Leoti-Wichita County	Riverton
*Lincoln	Rose Hill
Lindsborg	Rossville
*Lost Springs-Centre	St. Francis
Louisburg	St. John
*Lyndon	*St. Marys
*McLouth	Sabetha
Maize	Salina-St. John's Military
*Mankato	Salina-Sacred Heart
Marion	Sedan
Meade	Seneca-Nemaha Valley
*Medicine Lodge	*Silver Lake
Meriden-Jefferson West	Smith Center
*Minneapolis	Spring Hill
Moran-Marmaton Valley	*Sterling
*Mound City-Jayhawk Linn	Stockton
*Moundridge	Sublette
Neodesha	*Syracuse
Ness City	Tribune-Greeley Co.
*Norton	*Troy
	Uniontown
	*Valley Falls

Victoria

*Wakeeney-Trego Comm.

Washington

*Wathena

Wellsville

Whitewater-Remington

*Yates Center

Class AAA

*Abilene

*Altamont-Labette County

*Andale

*Andover

*Anthony--Harper-Chaparral

Atchison

Atchison-Mt. St. Scholastica

*Atchison-Maur Hill

Augusta

Bonner Springs

*Bugler

*Chapman

*Clay Center

*Colby

*Columbus

Concordia

Council Grove

DeSoto

Effingham-Atchison Co. Comm.

El Dorado

*Ellsworth

*Eureka

*Fort Scott

*Fredonia

*Gardner

*Garnett

*Girard

*Goddard

Goodland

Haven

Hays-Marian

*Hays-Thomas More Prep

Hiawatha

Holisington

*Holton

*Iola

*Kingman

Lansing

Larned

Lyons

Marysville

Mulvane

*Nickerson

*Osawatomie

Ottawa

Overbrook-Santa Fe Trail

Paola

Parsons

*Phillipsburg

Pratt

Russell

Scott City

Shawnee-St. Joseph

Stanley-Blue Valley

Tonganoxie

Topeka-Hayden

*Topeka-Washburn Rural

Towanda-Circle

Ulyssis

*Valley Center

Wamego

*Wellington

*Wichita-Kapaun-Mt. Carmel

Winfield

Class AAAA

Arkansas City

*Chanute

*Coffeyville-Field Kindley

Derby

Dodge City

*Emporia

*Garden City

*Great Bend

Hays

*Independence

*Junction City

Kansas City-Harmon

Kansas City-Schlagie

Kansas City-Sumner

Kansas City-Turner

*Kansas City-Ward

*Leavenworth

*Liberal

McPherson

*Manhattan

Newton

*Olathe

Pittsburg

Salina-Central

Saline-South

Shawnee Mission-Bishop Miege

Tecumseh-Shawnee Heights

Topeka-Highland Park

Topeka-Seaman

Topeka-West

Wichita-Carroll

Wichita-Haysville Campus

Class AAAAA

Hutchinson

Kansas City-Washington

Kansas City-Wyandotte

*Lawrence

*Shawnee Mission-East

*Shawnee Mission-North

*Shawnee Mission-Northwest

*Shawnee Mission-South

*Shawnee Mission-West

Topeka

*Wichita-East

*Wichita-Heights

Wichita-North

*Wichita-South

Wichita-Southeast

*Wichita-West

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A SURVEY OF SPEECH AND THEATRE PROGRAMS
IN KANSAS HIGH SCHOOLS

by

JANET EVELYN KURTZ

B. S. E., KANSAS STATE TEACHERS COLLEGE, 1974

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARTS

Department of Speech

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1975

In recent years speech and theatre programs have developed an important role in secondary education. A survey done by Joseph Peluso indicated that "92% of most U.S. high schools put on plays but only 37% offer theatre courses."

This study investigated the speech and drama programs in Kansas high schools in an attempt to evaluate the adequacy of these programs. A questionnaire was sent to every high school listed in the Kansas State High School Activities Association Membership Directory 1974-1975. Of the three hundred and ninety schools who received questionnaires, one hundred and sixty-eight returned them. The questionnaires were then tabulated and evaluated.

In general it was found that the larger the school, the better the speech and drama program. The 1A and 2A schools have inadequate facilities and occasionally they have untrained instructors. A large number of the smaller schools offer a basic speech course but offer very few theatre courses. In many small schools the only form of theatre is the extracurricular production, and there is little or no classroom training offered to the students. There is an apparent need to find ways of helping the smaller schools upgrade their facilities and courses. In addition, they need to have trained personnel to teach the classes and supervise the extracurricular productions.