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NANCE, DONALD ALAN. An Investigation of the Speech and Drama Curriculum in The Community Colleges, Junior Colleges, and Vocational and Technical Schools in North Carolina. (1971)

Directed by: Dr. Thomas Tedford. Pp. 61.

The author was interested in the speech and drama curriculums in the community colleges, junior colleges and vocational and technical schools in North Carolina. Three different questionnaires were designed as a means of investigating these programs: Questionnaire I for the Deans, Questionnaire II for the teachers of speech, and Questionnaire III for the teachers of drama. Returns on the questionnaires are as follows: Questionnaire I, 79%; Questionnaire II, 69%; and Questionnaire III, 61%.

Questionnaires returned by the Deans indicated that a majority include speech and drama as part of their curriculum and all rated speech and drama very high on an opinion scale. Only the community colleges plan to add several courses in speech or drama in the immediate future. Speech and drama were listed in departments such as English, fine arts, humanities, business, forestry, and general studies. None of the speech teachers indicated that they had a Master's degree in speech. Many had taken only undergraduate courses in speech and some had taken no speech courses since high school. Only five of the respondents belong to professional speech organizations. Eleven of the colleges offer more than one speech course in their curriculum and nine participate in extra curricular speech activities.

Drama teachers who responded indicated that they had done extensive work as undergraduates in drama but none indicated their graduate work was in drama. The number of students participating in drama varied from 25 in one college to 200 in another. All of the respondents indicated that they had taught in high school before teaching in college. The respondents submitted a list of plays in which their schools had participated.

Both the opinions and facts concerning the curriculum in drama and speech are included in this study. The results show an inconsistency from the Deans concerning approval of the speech and drama programs and their actual support of these programs. Many respondents felt their programs needed to be expanded, but many felt unqualified to teach in the field of speech and drama. Part of this probably comes from the fact that many respondents indicated a lack of academic preparation in speech and drama.

The major recommendations, based on this study, are:

- (1) only qualified persons should be allowed to teach speech and drama,
- (2) speech teachers should be encouraged to join and support speech and drama professional organizations, and
- (3) administrators need to be encouraged to accept speech and drama on the same academic level as courses such as science and mathematics.

AN INVESTIGATION OF THE SPEECH AND DRAMA CURRICULUM IN THE
COMMUNITY COLLEGES, JUNIOR COLLEGES, AND VOCATIONAL
AND TECHNICAL SCHOOLS IN NORTH CAROLINA

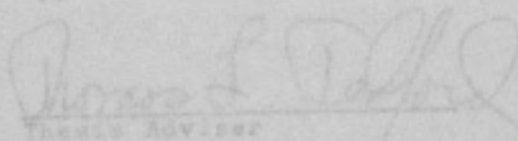
by

Donald Alan Sance

A Thesis Submitted to
The Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Greensboro
May, 1974

Approved by


Thesis Adviser

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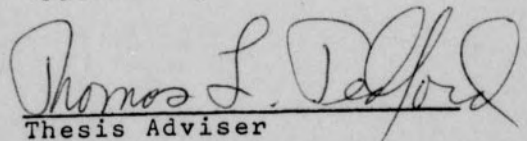
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Thomas L. DeFord
Thesis Adviser

APPROVAL SHEET

This thesis has been approved by the following committee
of the Faculty of the Graduate School at The University of
North Carolina at Greensboro.

Thesis Advisor

Thomas L. Bedford

Oral Examination
Committee Members

Herman Whittaker

Walter Hobbs

April 19, 1971
Date of Examination

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CHAPTER I

CURRENT STATUS OF THE TWO-YEAR COLLEGE IN AMERICA

The advantages of a degree or training beyond the customary high school education are being stressed as never before in our history. In 1947 the President's Commission on Higher Education pronounced, "The time has come to make education through the fourteenth grade available in the same way that high school is now available."¹

Some members of the President's Commission on Higher Education saw this as a threat which would reduce higher education to mediocracy. They felt that the admission of students intent on accumulating college credit would imperil college standards. By 1960, forces advancing the frontiers of education had proved so strong that the President's Commission on National Goals recommended that two-year colleges be placed within commuting distance of all high school graduates, except those in sparsely settled regions.² Four years later the Educational Policies Commission of the National

¹U. S. President's Commission on Higher Education, Higher Education for American Democracy (New York: Harper and Brothers, 1947), p. 37.

²U. S. President's Commission on National Goals, Goals for Americans (Englewood Cliffs: Prentice Hall, Inc., 1960), pp. 7, 91.

Educational Association Proclaimed that ". . . the nation's goal of universal opportunity must be expanded to include at least two further years of education, open to any high school graduate."¹

The Federal Government has played an important part in the continuing growth of the two-year college. Congress granted \$500,000,000 for public junior college construction alone for the period of 1967-1969.² Community and other junior colleges received support from federal programs such as the Allied Health Professions Act, the Vocational Educational Act, the National Defense Education Act, the Higher Education Act, and the Educational Professions Development Act.

The state legislatures responded positively to the idea of two-year colleges that would be supported by tax dollars and federal grants. Between 1961 and 1969, 372 community colleges were built.³ But not even educational leaders could foresee the mushroom-like growth of this program. In 1965, Joseph P. Cosand wrote, "By 1980 the American Association of Junior Colleges expects there will be more than 1000 junior

¹Educational Policies Commission, Universal Opportunity for Education Beyond High School (Washington, D. C.: National Education Association, 1964), p. 6.

²Edmund J. Gleazer, Jr., "The Junior College Explosion," American Education, V (December, 1968), 13.

³Edmund J. Gleazer, Jr., "Community Colleges--New Frontier in Education," U. S. News and World Report, May 5, 1969, p. 64-66.

colleges Enrollments are expected to be close to 3,000,000."¹ But in 1970-71 there are already 1,050 two-year colleges with enrollment of 2,188,500. By 1973, 200 more junior colleges are expected to open with the total enrollment increasing 57% over 1965.²

At present, community colleges are opening at the rate of one a week and they are beginning to change the nature of higher education in America. They enroll 90% of all junior college students.³

President Nixon's budget proposal for the fiscal year that began July 1, 1970, called for \$43,000,000 for the construction of more junior colleges. "Phenomenal" is the only word to express the growth of community colleges since Joliet, Illinois established the first one in 1909.⁴

Today, nearly 95% of the youth of high school age are in school. College enrollments exceed 40% of the college age group.⁵ The comprehensive two-year community college usually offers a broad and diverse program of academic, occupational, remedial, and adult education. It presents a variety of

¹Joseph P. Cosand, "Junior Colleges--Pros and Cons," P.T.A. Magazine, January, 1965, p. 23-24.

²Gleazer, "New Frontier in Education," 64.

³Ibid.

⁴Cosand, "Junior Colleges--Pros and Cons," 23.

⁵Educational Policies Commission, p. 6.

options to students who have not yet made career choices. It provides a new chance for students who have dropped out or "failed" else where, and the two-year college often enriches the cultural life of the community.

Going beyond the high school graduate who wishes a college education, the community college can offer working adults lifetime opportunities for retraining and re-education to protect themselves against educational and occupational obsolescence. According to the report of the Educational Policies Commission, the junior colleges, the community colleges, and technical schools of America must be responsive to the changing educational and occupational needs of our society's age group.¹ The Commission argues further that there must be classrooms open and curriculums available to meet the varied needs and interests of this group of young students when they decide to continue their education.

The importance of the junior college in the growth of American education was evidenced early in the 1960's in the prediction of Norman C. Harris: ". . . by 1970, no less than 58% of our manpower will be employed in positions requiring at least a junior college education."² This statement seems

¹Educational Policies Commission, p. 6.

²Norman C. Harris, "The Community College and Middle Manpower," in Technical Vocational Education and the Community College, proceedings of the thirteenth Annual Legislative Work Conference of the Southern Regional Education Board (Atlanta: Southern Regional Education Board, 1964), p. 23.

prophetic when we consider that enrollment in our community colleges alone has tripled.¹

The Two-Year College in North Carolina

Two-year colleges began in North Carolina in 1797 when Louisburg College became the first chartered denominational junior college in the nation.² Subsequent growth is demonstrated by Table 1 which shows the church-supported two-year colleges in North Carolina and when each was established.

The community college program is a relatively new concept in education, although there was a two-year college supported locally from public funds in Asheville, North Carolina

TABLE 1.--Privately Supported Two-Year Colleges in North Carolina³

College	Denomination	Year Founded	1969-1970 Enrollment
Brevard	Methodist	1934	614
Chowan	Baptist	1848	1316
Kittrell	African Meth.	1886	334
Lees-McRae	Presbyterian	1927	631
Louisburg	Methodist	1797	815
Montreat-Anderson	Presbyterian	1916	470
Mount Olive	Free-Will	1951	313
Peace	Presbyterian	1957	417
St. Mary's	Episcopal	1842	322
Wingate	Baptist	1896	1607

¹Gleazer, "New Frontier in Education," 65.

²Louisburg College Bulletin (1969-1970), 9.

³North Carolina Board of Higher Education, Higher Education in North Carolina, Vol. IV. (Raleigh, N. C., July 28, 1969), pp. 4-5.

as early as 1928.¹ The first community college in North Carolina was Central Piedmont Community College which began operation in 1949.²

In 1957, during Governor Luther Hodges' administration, the state legislature passed the Community College Act which established a means by which new institutions of higher learning could be initiated and developed. In 1961, Terry Sanford proclaimed in his inaugural address that he had chosen quality education as the rock on which he would build the house of his administration. Governor Dan Moore adopted Governor Terry Sanford's philosophy toward higher educational facilities. Twelve community colleges were established during these administrations.³ The community college family in North Carolina continues to grow. Table 2 summarizes the growth of the community college program in North Carolina.

The interest in the two-year college program prompted the Board of Higher Education to project enrollment in private junior colleges will increase from 8,940 in 1967 to 10,550 in 1975. Enrollment in the college parallel programs in the community colleges will increase from 5,579 in the fall of 1967 to about 15,500 in 1975.⁴

¹North Carolina Board of Higher Education, Higher Education in North Carolina, Vol. V. (Raleigh, N. C., January 12, 1970), p. 4.

²North Carolina Board of Higher Education, Higher Education in North Carolina, Vol. IV. (Raleigh, N. C., July 28, 1969), pp. 4-5.

³North Carolina Board of Higher Education, Planning for Higher Education in North Carolina, (Special Report 2-68: November, 1968), p. 281.

⁴Ibid.

TABLE 2.--The Community College in North Carolina¹

Community College	Year Founded	69-70 Enrollment
Central Piedmont	1949	2187
College of the Albemarle	1961	514
Davidson County	1966	570
Gaston	1964	942
Isothermal	1966	313
Lenoir	1966	679
Rockingham	1966	549
Sandhills	1965	684
Southeastern	1966	574
Surry County	1966	381
Wayne	1967	337
Western Piedmont	1966	531
Wilkes County	1967	282
Total		8543 ²

Interest and support for the junior college in North Carolina is evidenced by the continued growth of those already established as well as plans for new ones. But questions sometime arise regarding the validity of a curriculum that tends to offer something for everyone. To paraphrase B. Lamar Johnson, quality education need not be a luxury for the minority.

¹North Carolina Board of Higher Education, Higher Education in North Carolina, Vol. V. (Raleigh, N. C., January 12, 1970), p. 4.

²Only college parallel students are included in the total enrollment listed for community colleges.

The assumption that our society must make a choice between excellent education for a few people and mediocre education for a large number is fallacious.¹

One strength of a community college is the diversity of its program. Increasing numbers of two-year colleges are broadening their offering to correspond with the range of interest of those they enroll and with the needs of society. This is true of the ever-growing, two-year program in North Carolina.

A Diversified Curriculum--The Heart
of the Two-Year College

The junior college in North Carolina hopes to offer more than merely a quantitative extension of the high school curriculum. It attempts to provide quality preparation for entry into upper-division and graduate study.²

A high school graduate is eligible for admission to many junior colleges in this country. In California, for example, anyone over eighteen years of age who can profit from the instruction offered at the college is welcomed. In North Carolina, the community college never closes its doors to anyone of suitable age who can learn what they teach.³ This concept of the "open door" college is consistent with the American idea of

¹B. Lamar Johnson, "Change and the Junior College," School and Society, April, 1969, pp. 249-251.

²Roy K. Patterson, Jr., Dean of Davidson County Community College in Lexington, N. C., private interview, Feb. 7, 1970.

³Ibid.

educating every citizen to the level of his highest potential. The idea is supported by the argument that many young people are "late bloomers" who deserve a second chance, even after mediocre high school achievement.

All students should have the opportunity of a sound general education, regardless of the program in which they are enrolled. Therefore, Thomas Cosand suggests that the aim of education should be to develop the stock of skills and knowledge that enables a person "to think effectively, express himself clearly, and function completely."¹ One program that strives to attain this goal is speech.

Speech--an Essential Part of a Curriculum

The Dean of the School of Education at Boston College feels that speech is an instrument of intelligence and the bond among intelligent beings. As such, it deserves an honored place in a liberal education.²

Giles W. Gray feels that speech courses are essential because we are constantly putting to use what we learn from these courses. He states:

. . . speech itself is a fundamental activity in human society and individual intellectual development Of all the forms of communication, speech has certain parts of superiority that no other form can approach. The study of speech as an academic discipline can and should be as digni-

¹Cosand, "Junior Colleges--Pros and Cons," 23.

²Mary Kinnane, "Speech as a Liberal Study," School and Society, November 2, 1963, pp. 330-333.

fied, as scholarly, as intellectually stimulating, and as profound as any other subject in the educational program. Because of its characteristics speech is worthy of the highest respect and the most serious efforts that can be paid to any subject in investigation. Speech is not acquired through anything that can be called instinct; it is acquired through learning as a dignified academic subject worthy of serious study, speech merits the best efforts your students can put into it Speech is a powerful agent in influencing human behavior; it should always be used with due consideration for social and ethical values Speaking can become, with increasing capacity for ideas and ability to communicate them, a pleasurable activity in itself. Students who come into the class with reluctance, even dread, usually discover before they have completed the course that they are actually enjoying making their talks. As they add to their proficiency in imparting that knowledge to others, they develop what may be called an urge to communicate, without which their utterance will continue to seem forced, mechanical, and lifeless.¹

Junior college graduation may become as common as high school graduation if the current trend continues. William J. Haggerty states that we may anticipate a 90% college enrollment of youth eighteen to twenty-one during the first decade of the twenty-first century.²

According to Oliver W. Nelson, "No aspect of the curriculum is more important to the school of a democracy

¹Giles W. Gray, "Attitudes and the Teaching of Attitudes," Speech Methods and Resources. Edited by Waldo W. Braden (New York: Harper and Brothers, 1961), pp. 51-52.

²William J. Haggerty, "Significance for High School and College Teacher Preparation," in Universal Higher Education. Edited by Earl McGrath (New York: McGraw Hill, 1966), p. 175.

than the teaching of speech."¹ Mary Kinnane says, "Speech is the art of expressing thought!" In a sense then, the content of speech at college level is the content of a liberal education. Collegiate work in speech aims to promote, in the student, oral facility that is worthy of his intellectual growth.²

Information gathered as a result of investigation into the actual status of speech education in any large group of two-year colleges has been lacking. There have been surveys similar to this one in at least two other states, New Jersey and California. Even though these studies were done several years ago, their purposes are valid enough to influence this study which is being made in North Carolina.

Purposes of Similar Studies

Arthur Eisenstadt, in his 1953 study of speech in New Jersey Community Colleges, states that, "since the results of this survey will be distributed among the cooperating institutions, it is hoped that it will bring a greater awareness to community college administrators and speech educators of the extent and caliber of speech work now being offered at sister institutions."³

¹Oliver W. Nelson, "The Language Arts in the Secondary Schools," National Council of Teachers of English (New York: Appleton-Centruy-Crofts, 1956), p. 203.

²Mary Kinnane, "Speech as a Liberal Study," 330.

³Nelson, "The Language Arts in the Secondary Schools," 203.

His investigation attempted to obtain pertinent information concerning the following fields of speech: public speaking, discussion and debate, phonetics, voice and diction, clinical and classroom correction of speech disorders, oral interpretation, radio, and dramatics. Mr. Eisenstadt also hoped to learn about the facilities, equipment, personnel, testing, record keeping procedures, and trends. The possible inflexibility of the form was guarded against by allowing the respondent the freedom of including any other data which was considered helpful. All schools that participated were promised anonymity.

Nine of the eleven New Jersey community colleges responded to either the original request or the follow-up letter. The two not answering were investigated by utilizing their most recent college catalog, the information available in the yearbooks of the American Association of Junior Colleges, the Higher Education Directory issued by the Office of Education of the Federal Security Agency, the workbook of the Association of College Registrars and Admissions Officers, local newspaper reports, and personal interviews with those who knew the schools. By these means a fairly sound and comprehensive picture was obtained. Appendix I contains a copy of Mr. Eisenstadt's questionnaire.

In 1965, Ben Padrow made a study of speech education in the junior colleges in California. He felt that his state was representative of what seemed to be the greatest growth and

development of the junior college. Some thirty-five schools were investigated. A questionnaire was used as well as personal interviews with state and college personnel.

The colleges were divided into categories based upon enrollment. The categories were as follows:

100-499 students	3 schools
500-999 students	8 schools
1000-1499 students	8 schools
1500-1999 students	5 schools
2000-2999 students	4 schools
3000- & up students	7 schools

The following areas were investigated:

- A. Public Speaking--number of courses and what areas of study were covered in the course content.
- B. Drama--number of courses taught and title of each.
- C. Radio--content of course offered.
- D. Special Services--clinic established on campus and therapists available.
- E. Co-curricular Activities--forensic activities, number of dramatic productions presented, type of theatre used.
- F. Department Status--Is speech considered part of the English department? Are there separate departments for speech and drama?
- G. Instruction--number of people employed in speech and drama.

Mr. Padrow's conclusion concerning this study is that even though speech education is represented, there are many imbalances that exist. He feels that the challenge in a

democratic society is great and that a democracy cannot exist without oral communication; it cannot grow and prosper without the most effective use of this tool.¹

TABLE 3.--Enrollment in Vocational and Technical Schools²

School	Year Founded	69-70 Enrollment
Asheville Buncombe	1964	700
Cape Fear	1964	500
Catawba Valley	1964	no answer
Durham	1965	no answer
Rockingham	1964	1200
Halifax	1967	176
Haywood	1967	no answer
W. W. Holding	1964	600-700
James Sprunt	1967	500
Martin Technical	1967	100
Pitt	1964	375
Randolph	1963	135
Roanoke-Chowan	1967	150
Samson	1967	1800
Wilson	1967	400

¹Ben Padrow, "Speech Education in the California Junior Colleges," The Speech Teacher, VIII (January, 1959), 58-63.

²These are the vocational and technical schools that returned their questionnaire.

Vocational and Technical Schools

Speech programs in the vocational and technical schools in North Carolina are relative new. Enrollment continues to grow in these schools and more students are taking speech courses than ever before.

Purpose of this Study

There is a need for communication among speech teachers in the two-year programs in North Carolina. Curriculum studies, methods of teaching, innovations, and competitive interaction can further the degree of efficiency and the level of achievement to which speech teachers aspire. The junior colleges whose curriculums are well-established, can offer much in the way of suggestions and vital information concerning the establishment and the successful achievement of a speech program in the community colleges, junior colleges, and technical schools that are only beginning to establish such programs. Even though most of the community colleges begin with vocational programs, many academic areas such as speech are included in the long range and ultimate goals. As one spokesman for the American Association of Junior Colleges said, "Most of the new junior colleges will begin with technical and vocational programs, although this will not be their primary strength. The practice is to start with a program of this type because . . . the sponsors want to see something

coming out of the school which can immediately help the community."¹

There is a definite challenge that the speech teacher in the two-year program faces, for there are often three groups of students who are enrolled at these institutions: first, those preparing for the university; second, those whose college attendance will terminate upon graduation from the two-year program; and third, those who will continue their education at a professional school. The dean of Davidson County College feels that there should definitely be different courses and objectives for each of these three types of students.²

The results of this survey will help inform speech teachers in the state of North Carolina about speech programs in the two-year institutions of higher learning. Another intention of this study is to provide future researchers with statistical information concerning the speech programs in the junior colleges and community colleges in North Carolina in 1970-71. This study will provide a means by which a similar study can be made at some future date.

¹Edmund J. Gleazer, Jr., "Junior Colleges Now," Educational News, September 9, 1968, 21-22.

²Roy K Patterson, Jr., Dean of Davidson County Community College in Lexington, N. C., private interview, Feb. 21, 1970.

CHAPTER II

PROJECT PROCEDURE

The primary purposes of this project are: (1) to determine the current status of speech and drama in the two-year colleges and technical schools in North Carolina, and (2) to make a survey of the curriculum, the educational background, and the interests of the speech and drama teachers. Three different questionnaires were utilized to aid in the accomplishment of these purposes. Questionnaire I (Appendix III) was mailed to the dean of instruction of each two-year college and technical school in North Carolina. Names of speech teachers were sent to the author by the deans. The institutions from which the writer received no reply to Questionnaire I were mailed a letter addressed to the "speech teacher." The same technique was used in mailing Questionnaire III (Appendix IV) to drama teachers in two-year colleges and technical schools in North Carolina.

Organization of Questionnaires

Questionnaire I

Questionnaire I provided an opportunity for respondents to show whether or not drama and speech were currently taught in their institutions and if there were plans to add or delete

courses in the immediate future. The author also inquired about the department in which speech and drama are taught and the names of the teachers. An opinion rating was included pertaining to how worthwhile speech and drama are in the curriculum.

Questionnaire II: Speech

This questionnaire was divided into five areas: (1) general information, (2) academic courses, (3) teacher, (4) activities, and (5) drama. The general information provided answers to questions concerning respondent's name, faculty rank, department in which he teaches, name of college, enrollment, and whether the quarter or semester system was used. The section relating to academic courses was designed to obtain responses to the number enrolled in speech courses, number of years speech courses have been offered, required speech courses and syllabus, speech courses being taught, and duration of any required speech course. The writer sought information about teachers concerning their graduate and undergraduate work, number of years of experience teaching speech in college and high school, and the professional organizations to which the teachers belong. The activities section provided answers to the questions about extra-curricular speech activities such as tournaments, local forensic programs, debate, literary societies, speech clubs, and the number that participate in these activities. The author also asked if school funds were allotted for these activities, the

hours spent each week by the sponsor of these activities and if, in the opinion of the respondent, the number of speech courses offered at his institution should be expanded, remain unchanged, or reduced.

Questionnaire III: Drama

This questionnaire contained a repetition of many of the same questions as Questionnaire II, but with a drama slant, relative to general information, academic courses, and teacher training. The final section, which was concerned with theatre activities, asked about the number of students participating in extra-curricular drama activities during the 1969-70 school year, drama contests and festival participation, drama organizations to which students belong, and the budget for extra-curricular drama activities. The writer also asked for a list of all plays produced by faculty and students during the current school year. The final question concerned an opinion regarding the future status of the drama courses offered at the respondent's institution.

Sampling Procedure

A cover letter (Appendix III), Questionnaire I, and a stamped return envelope were mailed to the dean of instruction in the community colleges, junior colleges, and technical schools in North Carolina on March 20, 1969. As the questionnaires were returned, they were checked off on the mailing list according to the postmark.

A cover letter together with Questionnaire II and III, and a stamped return envelope were mailed to each speech and drama teacher whose name was received from respondents of Questionnaire I. To those institutions which had failed to respond to Questionnaire I, the writer sent a cover letter together with Questionnaire I or II, and a stamped return envelope addressed only to speech teacher or drama teacher. These were mailed May 8, 1970. As the questionnaires were returned, they were checked off the mailing list according to information given in the general information section of the questionnaire. Those persons who apparently had not responded, were reminded by letter during the week of May 28, 1970. Eighteen letters were mailed to persons who failed to respond to Questionnaire I.

CHAPTER III

RESULTS OF QUESTIONNAIRE SURVEY OF MARCH 20, 1970 TO
DEANS OF INSTRUCTION AT ALL TWO-YEAR COLLEGES

Questionnaire I was mailed to the dean of instruction in the thirteen community colleges, twelve private two-year colleges, and thirty-seven vocational and technical schools. A response from 49, or 79%, was realized.

Private Two-Year Colleges

Nine of the deans of the private two-year colleges which responded indicated that speech is a part of their curriculum. Seven offer speech as part of the English department; one college has speech as part of the department of humanities, and one school indicated that it is part of the fine arts department. Drama is listed in the fine arts department of three colleges and in the English department of the fourth school. There are no plans to add or delete any speech courses for the 1970-71 school year. One drama course is to be added to the curriculum of one of the colleges (introduction to drama) and no drama courses are to be deleted from the curriculum.

Four deans rated speech on the scale as 5 (very worthwhile), two rated it as 4, and three deans gave it a rating

of 3. (The deans were instructed to rate the program on a scale of 5, very worthwhile, to 1, not worthwhile.) Ratings in drama included: one-4, one-3, one-1, and one respondent gave the course no rating.

Names of speech and drama teachers at the respective colleges were included and used as part of the mailing list for Questionnaires II and III. When more than one name was included, the first one on the list was the name to whom a questionnaire was mailed. This was the same procedure that was used for the community colleges.

Community Colleges

The replies from community colleges show that all the institutions teach speech as part of their curriculum. Ten of this number place speech as part of the English department and two colleges place it in the humanities department. Eight deans replied that drama is being taught at their college and that it is part of the English department at five, and part of the fine arts section at three institutions. Two of the colleges plan to add speech courses in parliamentary procedure and corrective speech during the 1970-71 school year. Three of the eight colleges which offer drama plan to expand their programs during 1970-71. These three colleges plan courses in acting, scenic design, introduction to theatre, stagecraft, and technical theatre. There are no intentions to delete any speech or drama courses in 1970-71.

The deans of the community colleges were asked to appraise speech and drama (as taught at their institution) on a scale ranging from 1 (not worthwhile) to 5 (very worthwhile). In speech there were eight deans who evaluated speech as 5 (very worthwhile). Three college deans rated speech as 4; one rated it as 3; and one gave it no rating. From these results, it appears that the deans feel the speech courses offered at their colleges are valuable. Names of speech and drama teachers at the respective colleges were included and used as part of the mailing list for Questionnaire II and III. When more than one name was included on the response, the first name listed was the person to whom a questionnaire was sent.

Vocational and Technical Schools

Vocational and technical programs are offered in the thirteen community colleges as well as in thirty-seven technical institutes in North Carolina. Twenty-two of the twenty-seven deans who answered the questionnaire indicate that speech is part of their curriculum in the vocational and technical departments. Fourteen schools offer speech as part of the English department; three schools maintain speech as part of the business curriculum, four institutions categorize speech in the department of general studies or developmental studies, and speech is classified in the forestry division of one school.

Drama is part of the curriculum of two schools. It is taught in the parks and recreation curriculum of one school and in the extension branch of another school. There are no plans to add or delete any speech or drama courses for the 1970-71 school year.

Eleven deans in the vocational and technical schools rated speech as 5 (very worthwhile); seven evaluated speech as 4; three deans scored it as 3, and one did not rate it. Ratings in drama disclosed that one dean ranked drama as 5, and another scored it as 4.

Names of speech and drama teachers at the respective technical and vocational schools were included and used as part of the mailing list for the questionnaires. The first listed was the one to whom a questionnaire was mailed.

Academic Courses

Enrollment in speech classes in the private colleges was less than 25 to approximately 250. Table 5 reports the approximate enrollment in speech classes at the private colleges offering speech and the courses that are offered.

CHAPTER IV

RESULTS OF QUESTIONNAIRE SURVEY OF MAY 8, 1970
AND FOLLOW-UP QUESTIONNAIRES OF MAY 28, 1970Speech Teachers in Private Two-Year Colleges

Questionnaire II was mailed to eleven private two-year colleges. Questionnaire I revealed that one college did not teach speech; thus a questionnaire was not sent to that college. Ten persons responded, two of whom indicated that no courses in speech were offered.

General Information

Of the teachers who responded to Questionnaire II, four are instructors, one is ranked as an assistant professor, four are professors, and one is named as dean. One teacher is head of her department. Speech is taught in the English department in seven of the colleges and in the fine arts department of one college.

Academic Courses

Enrollment in speech classes in the private colleges number from less than 25 to approximately 250. Table 5 reveals the approximate enrollment in speech classes at the eight private colleges offering speech and the courses that are offered.

TABLE 4.--Speech Enrollment in the Private Two-Year Colleges
and the Courses Offered

College	Speech Enrollment	Courses Offered
Brevard	26- 50	Public Speaking Fundamentals of Speech
Chowan	250	Public Speaking Voice and Diction
Louisburg	26- 50	Fundamentals of Speech Oral Interpretation
Mitchell	76-100	Fundamentals of Speech
Montreat-Anderson	0- 25	Fundamentals of Speech
Mt. Olive	26- 50	Public Speaking
Peace	76-100	Fundamentals of Speech
Wingate	101-200	Fundamentals of Speech Oral Interpretation

Only one college requires speech, and the course is designated voice and diction. No course has a duration of over one quarter or one semester. Six of those who responded teach a speech class, and two do not.

Professional Information

Five of the speech teachers received their undergraduate degrees in North Carolina, and three received their degrees outside the state. Four persons received their master's degrees in North Carolina; four received their master's degrees outside North Carolina; and one speech teacher has not yet received a master's degree. None of these teachers have master's degrees in speech. All the teachers with the

exception of one have received undergraduate training in public speaking, voice, and diction. Five of the teachers received instruction in oral interpretation, debate, and phonetics. However, only three of these teachers have had any graduate courses in speech. One teacher has had a course in phonetics, public speaking, and voice and diction. Five teachers have instructed in high school speech prior to teaching in college. None are first year teachers. Four belong to no professional speech organizations. The professional organizations to which the other four belong are: North Carolina Speech and Drama Association (two), Speech Communication Association (one), Southern Humanities (one), and the American Association of University Professors (one).

School Activities

Extra-curricular speech activities concern only two-year colleges. One private college has approximately one hundred students participating in extra-curricular speech activities, but no information was given concerning the type of activity. One college has 11-28 students participating in extra-curricular oratory. Only one college participates in debate and oratory. There are no on-campus literary societies and only one college has a local speech club (Phi Rho Pi). This same college has a budget for extra-curricular speech activities. One school has a sponsor who devotes some time each week to extra-curricular activities. Four who responded feel that

their programs are adequate and should be kept as they now are. Four feel that their programs should be expanded.

Drama Activities

Eight of the private colleges stated that drama is part of their curriculum. These same eight colleges sponsor extra-curricular drama programs. Questionnaire III was sent to all these schools in the first mailing.

Speech Teachers in Community Colleges

Questionnaire II was mailed to thirteen community colleges. Of the seven teachers who responded, one was from a college which had failed to reply to Questionnaire I. Results of the combined questionnaires show that speech is part of the curriculum of every community college in North Carolina.

General Information

The faculty rank of six teachers is that of instructor, while one faculty member holds the title of assistant professor. Five of these teachers are head of their department and also instruct in the departments of English, the humanities, and liberal arts.

Academic Courses

Enrollment at these colleges range from 500-1000. Table 5 indicates the speech enrollment for the year and the courses offered in community colleges. Speech has been part of the curriculum for 1-3 years at two colleges, 4-6 years at three

colleges and 7-10 years at two colleges. Three institutions require public speaking, and none of the speech courses have a duration of over one quarter. Six of the seven respondents teach a speech class.

TABLE 5.--1969-1970 Speech Enrollment in Community Colleges and the Courses Offered

College	Speech Enrollment	Courses Offered
Davidson County	76-100	Public Speaking
College of Albemarle	101-200	Public Speaking Voice and Diction Phonetics
Isothermal	51- 75	Public Speaking
Surry	51- 75	Public Speaking Oral Interpretation
Wayne	101-200	Public Speaking
Wilkes	101-200	Public Speaking
Western Piedmont	26- 50	Public Speaking

Professional Information

Five of the seven teachers earned their undergraduate degrees in North Carolina. Four teachers received their master's degrees in North Carolina. Five teachers have taken only one course in speech as an undergraduate, while two have taken only four courses. The course which all teachers have taken is public speaking. None of the teachers who replied

have taken a course listed as voice and diction. Six of the seven community college teachers have had no graduate courses in speech. There is one instructor who has taken five courses in speech. Two instructors taught speech in high school 3-5 years before teaching in college. Five have taught in college from 2-6 years and two teachers gave no answer as to how long they have taught either in high school or college. The only professional organization to which anyone belongs is the Speech Communication Association. Two faculty members belong to this organization.

School Activities

Two community colleges participate in extra-curricular speech activities during the year. One college listed between 41-50 students participating in speech activities such as debate and oratory, and another college has between 21-30 students participating in these events. One of the seven colleges hoped to begin a debate program in 1970. No school sponsors a forensic program or participates in on-campus speech activities. None of the schools have any speech clubs or forensic societies on campus. Two instructors have a budget for speech activities. Three teachers feel that speech as a program should be expanded. Two also feel that their speech curriculums are adequate for their needs. There was no response from two teachers to whom a questionnaire was mailed.

Drama Activities

Drama courses such as drama appreciation, stagecraft, acting, and theatre history are taught in four community colleges. However, only two colleges sponsor any extra-curricular drama events. Four other institutions indicate that extra-curricular drama events are being planned for the 1970-71 school year.

Speech Teachers in the Technical and Vocational Schools

Questionnaire II was mailed to thirty technical schools in North Carolina. No questionnaires were sent to the schools that indicated on Questionnaire I that speech was not part of the curriculum. Twenty schools returned Questionnaire II, and fifteen offer speech as part of their curriculum. Four wrote "no courses offered" at the top of the questionnaire and did not give any other information. One respondent filled out part of the questionnaire even though he indicated that no speech courses were being offered.

General Information

Thirteen of those who answered Questionnaire II are instructors and two are ranked as deans. Eight of the sixteen teachers are department heads. Speech is taught in the English department in eleven of the schools, in the business department of three schools, and another listed speech as being taught in the business curriculum. Enrollment varies greatly from school to school. Table 6 states enrollment as received

on Questionnaire II. All technical and vocational schools are on the quarter system.

TABLE 6.--Speech Enrollment in Vocational and Technical Schools and the Courses Offered

School	Speech Enrollment	Courses Offered
Asheville Buncombe	76-110	Oral Communication
Cape Fear	101-200	Oral Communication
Catawba Valley	101-200	Oral Communication
Durham	26- 50	Oral Communication
Rockingham	76-100	Fundamentals of Speech
Halifax	0- 25	Oral Communication
Haywood	76-100	Oral Communication Public Speaking
W. W. Holding	101-200	Oral Communication Fundamentals of Speech
James Sprunt	51- 75	Oral Communication Public Speaking
Martin Tech	0- 25	Oral Communication Communication Skills
Pitt	76-100	Oral Communication
Randolph	0- 25	Public Speaking
Roanoke Chowan	0- 25	Oral Communication
Samson	51- 75	Public Speaking Fundamentals of Speech
Wilson	76-100	Oral Communication

Academic Courses

Oral communication is a requirement in twelve of the schools, and public speaking is a requirement in one school. Courses that are taught in the technical and vocational schools are oral communication, fundamentals of speech, and public speaking. None of these courses have a duration of over one quarter. Twelve of those who replied actually teach speech courses.

Professional Information

Eleven of those who responded to questionnaires received their undergraduate training in North Carolina colleges. Three respondents received their training outside North Carolina, and one did not supply that information. Nine received master's degrees in North Carolina; four received master's degrees outside the state; and two respondents failed to answer the question.

Four of those who answered have taken no speech courses as undergraduates. Two have taken at least five courses; five have taken at least two courses; three persons have taken only a single course; and one gave no answer. The course most frequently taken is public speaking (8 persons). The course least taken is debate (1 person). As graduate students, the teachers took four courses: phonetics, speech pathology, speech correction, and public speaking. Nine stated that they had graduate courses in speech and two

gave no answer. Two have taught speech in high school (one teacher for eight years and one teacher for fourteen). Nine have not taught speech in high school and four teachers gave no answer. Thirteen answered that they were presently teaching speech. Six of these people indicated it was their first year teaching anywhere. Four people are in their third year of teaching and one person is in his fourth year. The teacher who taught fourteen years in high school is now in his sixth year of college teaching. The teacher who taught eight years in high school is now in her fourth year of teaching on the college level. None of the teachers belong to any professional speech associations. Only one person gave a reason--he couldn't afford it.

School Activities

Extra-curricular speech activities are part of the program of four schools. The number who participated range from 11-20 in one school to 150 in another school. There was a participation of 50-75 in one school and another indicated that between 31-40 took part in student activities. None of the schools sponsors a forensic program. There are no on-campus speech activities; no speech clubs have been organized; there are no school budgets for speech activities; and no teacher spends any time on any extra-curricular speech activities. Seven of the teachers feel that their speech curriculum should be kept as is; five teachers feel the need

for an expanded program; and three gave no answer to the question.

Drama Activities

None of the technical and vocational schools offer any courses in drama; therefore, there are no extra-curricular dramatic activities.

Drama Teachers in the Private Two-Year Colleges

Questionnaire III (Appendix V) was mailed to teachers in private two-year colleges whose deans indicated that drama was part of the curriculum. A questionnaire was also sent to school personnel who failed to respond to Questionnaire I. A questionnaire was not mailed to colleges that indicated there was no program at all in drama. A total of twelve questionnaires were mailed and eleven were returned. Two respondents indicated that drama was part of their curriculum and extra-curricular activities. One teacher listed drama as entirely extra-curricular. Of the remaining eight respondents, four wrote no "courses offered" at the top of the questionnaire and returned it. The other four filled the questionnaire out in part.

General Information

Five respondents are ranked as instructors, one is an assistant professor and one is a professor. None of the teachers are heads of their department. Drama is part of

the English Department in one school and part of the fine arts department of the other.

Academic Courses

The number of students participating in drama range from 25-50 in the two colleges that offer drama in their curriculum. Drama has been part of their curriculum from 4-10 years. The courses offered are drama appreciation at two colleges and stagecraft and acting at one college.

Professional Information

North Carolina is listed as the state where both teachers completed their undergraduate degree requirements. One teacher received his master's degree outside North Carolina and the other received his graduate degree within the state. One respondent took acting, directing, stagecraft, theatre history, and play production as an undergraduate. The other respondent failed to answer this section of Questionnaire III. Neither respondent listed any graduate courses in drama that they have taken. One teacher taught drama in high school for 25 years and in college for seven years. The other teacher taught drama in high school for one year and in college for eight years. One teacher felt his program should be expanded and one felt his program was adequate. Both respondents belong to the American Educational Theatre Association, and the Carolina Drama Association. In addition, one respondent who

partially answered the questionnaire, belongs to the North Carolina Speech and Hearing Association.

The three schools that participate in extra-curricular drama indicate that 41-50 students participated during 1969-70. One school participated in the Carolina Drama Association's festival. Both teachers listed Delta Psi Omega as the drama organization to which their students belong. Both respondents have a budget for drama.

School Activities

Chowan listed the following plays as having been presented during 1969-70 school year: Spoon River Anthology, The Curious Savage, Taming of the Shrew, The Brute, Nifty Shop, and Little Red Shoes. Louisburg listed the following plays as having been given during the 1969-70 year: St. Joan, Minstrels, Troubadors, and Strolling Players. Brevard listed The Rainmaker and You Can't Take It with You as plays presented as extra-curricular activities. No playbills were listed by other respondents.

Drama Teachers in Public Two-Year Colleges

Questionnaire II (Appendix V), was mailed to the public two-year colleges that indicated on Questionnaire I that they taught drama. A questionnaire was also sent to those who failed to return Questionnaire I. No questionnaire was mailed to those who indicated on Questionnaire I that drama was not part of their curriculum. Sixteen letters were mailed and

eight were returned. Two indicated that drama was part of their curriculum and extra-curricular activities, while two others only partially filled out the questionnaire and one teacher stated that the program was beginning in the spring of 1970.

General Information

Four respondents are ranked as instructors and one is an associate professor. Two of the teachers are head of their department. Drama is part of the English Department in four of the colleges and is listed as part of the humanities department in other colleges. Enrollment ranges between 900-1000 in each of these colleges.

Academic Courses

The number of students participating in drama range from 25 in a college just beginning drama to 200 in a college with a well established program.¹ Albemarle and Wilkes County have taught drama for less than five years. Stagecraft and theatre history are taught at both schools and Wilkes County also teaches drama appreciation and acting.

Professional Information

The teacher at Albemarle received both undergraduate and graduate degrees outside North Carolina while the respon-

¹At this point only two respondents continued to answer the questionnaire. They were the College of Albemarle and Wilkes County.

dent from Wilkes received both degrees within the state. Both took acting and play production as undergraduates and the Wilkes County teacher also took directing, stagecraft, and theatre history. Both taught in high school--one for three years and the other for five years. One has taught in college for eight years and one has taught on college level for four years. Both would like to see their programs expanded. The Wilkes County teacher belongs to the American Educational Theatre Association, The Southeastern Theatre Conference, and the American Speech and Hearing Association.

School Activities

Albemarle stated that at least seventy students participated in extra-curricular drama activities during 1969-70 while Wilkes County had over one-hundred participating. Albemarle participated in the Carolina Drama Association's festival. Neither have drama organizations for students on campus and both have budgets for drama.

Albemarle listed the following plays as having been presented during 1969-70: The Wizard of Oz, Skin of Our Teeth, (act 1), Lo and Behold, Martha, and Man in the Bowler Hat. Wilkes presented the following program for 1969-70: Cat on a Hot Tin Roof, Spoon River Anthology, The Crucible, The Sandbox, Act Without Words, Valley of Hope, and The Lost Elevator.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The objectives of this study were: (1) to gather information concerning the speech and drama programs in the two-year colleges and technical schools in North Carolina, (2) to examine the academic preparation of the speech and drama instructors in those institutions, (3) to provide a study by which future researchers can make comparison. Three questionnaires were used to accomplish these purposes. Questionnaire I was mailed to the deans of instruction in thirteen community colleges, twelve junior colleges, and thirty-seven technical schools in North Carolina. Questionnaire II for speech teachers was mailed to thirteen community colleges, eleven private two-year colleges, and thirty vocational and technical schools. Questionnaire III for drama teachers was mailed to eight private two-year colleges and community colleges who indicated on Questionnaire I that drama was part of their curriculum. Five questionnaires were sent to colleges which failed to respond to Questionnaire I.

Questionnaire I was completed and returned by 79% of the deans. A 68.5% return was realized on Questionnaire II, while 53.8% returned Questionnaire III.

Description of Respondents

All who responded to Questionnaire I indicated that their rank was dean. Those who responded to Questionnaire II were classified as follows: instructors (23), assistant professors (2), professors (4), and deans (3). Fourteen are heads of their department. Respondents to Questionnaire III indicated that four are instructors and one person is an assistant professor; two teachers are department heads.

Professional Training

Twenty of the speech teachers (54%) had at least one speech course as an undergraduate. Nineteen (51%) indicated that they had taken no graduate courses in speech. Only five indicated that they had undergraduate degrees in speech. None hold graduate degrees in either speech or drama.

The five who responded to Questionnaire III indicated they had at least two drama courses as undergraduates. One respondent had no graduate courses in drama while the other respondents listed two to eight graduate courses in drama.

Extra-Curricular Activities

None of the respondents to Questionnaire II have on-campus speech clubs and only one school has membership in a national speech club (Phi Rho Pi). Eight schools participate in extra-curricular speech activities such as debate and oratory. Three of these schools have a budget for speech activities.

Membership in Professional Associations

Only five of the speech teachers (15%) belong to professional speech organizations. Two of these teachers are members of the Speech Communication Association and the remaining three belong to the North Carolina Speech and Drama Association. The only explanation given by any teacher for not belonging to a speech organization was lack of funds. Three of the five teachers who responded to the drama questionnaire belong to professional associations. Two schools have budgets with which to work and two schools have extra-curricular drama activities. Only two of the drama teachers have membership in national or state drama organizations.

Adequacy of Programs

Only one of the thirty-two schools offer more than two courses in speech and this one offered four. Twenty-two schools offer only a single course in speech. Twelve respondents indicated they felt their program needed expansion. Sixty-two percent indicated their speech programs were adequate or better than adequate. Eighty percent of the drama teachers felt their program should be expanded.

Author's Observations

The response to the questionnaires (68.5%) and (53.8%) seems to point out the willingness of a majority of speech and drama teachers to allow a researcher to learn something

of the program at their particular college campus. Many respondents were anxious to learn of the results of the study so they could make comparisons of their curriculum to other schools of comparable size and background.

The majority of teachers feel that their programs should be expanded to meet diversified student interests. Several respondents indicated that drama was to be added to the curriculum in the near future.

On the negative side, the author feels that far too many teachers are given speech classes because "someone has to take them." One speech teacher made the comment that he had no idea why he was teaching speech. The only speech course he has ever taken was in high school. The results of the questionnaires indicate the lack of academic preparation in speech and drama of the teachers of speech and drama in the two-year colleges and technical schools in North Carolina. In addition to teaching in their own field, teachers are assigned out-of-field courses such as speech because the schools do not offer enough speech or drama courses to warrant a full-time teacher. The relative unimportance which administrators attach to speech and drama courses is reflected in the non-participation of the schools in extra-curricular activities, lack of funds allocated by the administrations, and the lack of faculty membership in professional speech and drama organizations. Although the Deans rated speech and drama rather highly in Questionnaire I, the number of courses offered and the overall support for

these programs was not indicative of this vocal support.

As a result of this study the writer makes the following recommendations: (1) only qualified persons should be allowed to teach speech or drama, (2) speech teachers should be encouraged to join and support speech and drama professional organizations, (3) administrators need to be encouraged to accept speech and drama on the same academic level as courses such as science and mathematics.

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SURVEY OF NEW JERSEY SPOECH EDUCATION

APPENDIX I

QUESTIONNAIRE

Survey of New Jersey Speech Education

School	Location	Date
<p>I. Speech Curriculum</p> <p>For each course offered, please list:</p>		<p>II. Facilities (please describe briefly if "yes")</p>
A. Title of course _____	A. Speech clinic _____	
B. Number of credits, _____ periods of _____ minutes per term _____	D. Radio speaker _____	
C. What percentage of course treats each of the following?	E. Theatre _____	
1. Written English _____	F. Classroom with platform, lecture, other equipment _____	
2. Phonetics _____	G. Radiowater, records, speech models, etc. _____	
3. Voice quality _____	H. Other facilities _____	
4. Diction _____		
5. Oral interpretation _____	III. Personnel	
6. Acting _____	A. Number of teachers giving speech or oral English _____	
7. Radio _____	B. Number doing speech work exclusively _____	
8. Vocabulary _____	C. Number who deliver speech at community rate level _____	
9. Spoken _____	D. Number delivering professional quality _____	
10. Public speaking _____		
a. Impromptu _____	IV. A. Are any special services provided for the difficult cases? _____	
b. Prepared _____		
c. Discussion _____	B. Is a general or letter file kept? record _____	
d. Debate _____		
e. Reading aloud _____		
11. Other (please identify) _____		

B. Relation of Theory and Lecture to Pupil Performance _____		
C. Text used _____		
D. Other description (e.g., goals, techniques, etc.) _____		
<p>Note: If more than one course is offered, please describe on back of sheet.</p>		

APPENDIX I

SURVEY OF NEW JERSEY JUNIOR COLLEGES

APPENDIX I

QUESTIONNAIRE FORM

Survey of New Jersey Speech Education Program

School _____ Location _____ Date _____

I. Speech Curriculum

For each course offered,
please list:

- A. Title of course _____
- B. Number of credits, ___ periods
of ___ minutes per term _____
- C. What percentage of course treats
each of the following?
1. Written English _____
 2. Phonetics _____
 3. Voice quality _____
 4. Diction _____
 5. Oral interpreting _____
 6. Acting _____
 7. Radio _____
 8. Vocabulary _____
 9. Grammar _____
 10. Public Speaking _____
 - a. Impromptu _____
 - b. Prepared _____
 - c. Discussion _____
 - d. Debate _____
 - e. Reading aloud _____
 11. Other (please identify)

- D. Ration of Theory and Lecture to
Pupil performance _____
- E. Text used _____
- F. Other description (e.g., goals,
techniques, etc.) _____

Note: If more than one course is
offered, please describe on back of
sheet.

II. Facilities (please
describe briefly if
"yes")

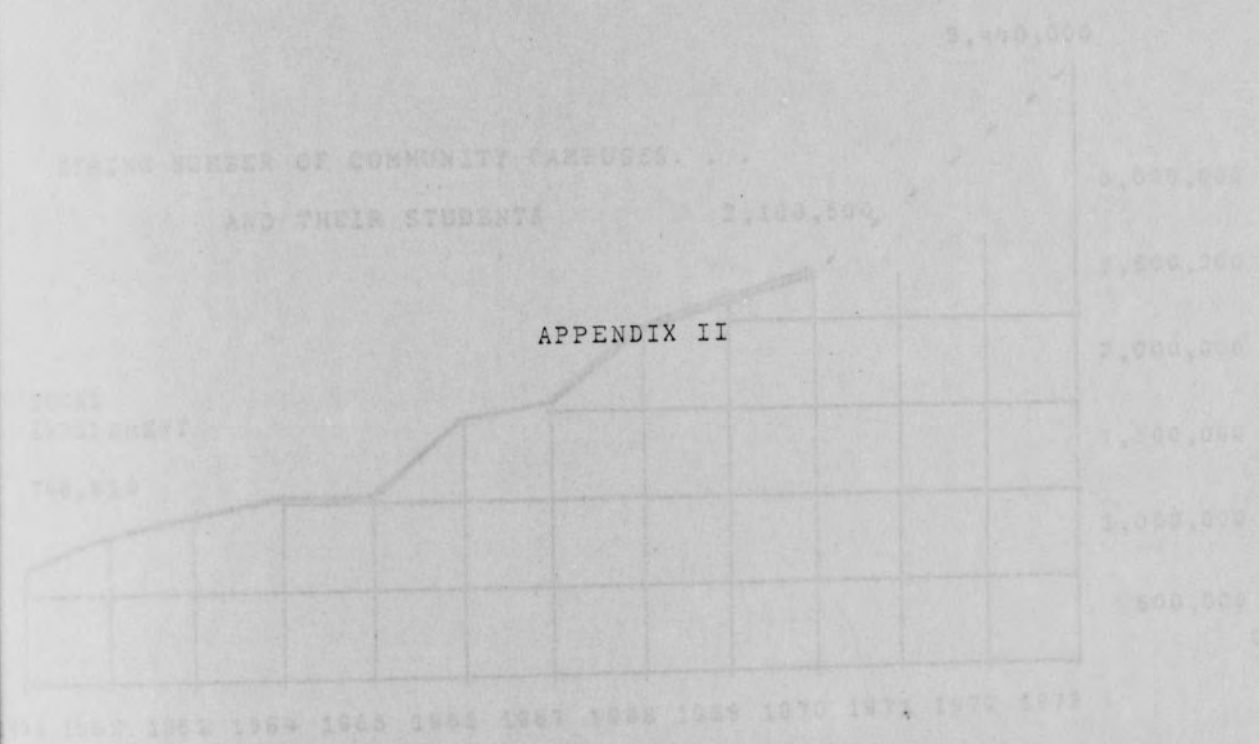
- A. Speech clinic _____
- B. Radio station use _____
- C. Theatre _____
- D. Classroom with
platform, lectern,
other equipment _____
- E. Audiometer, recorder,
speech models, etc. _____
- F. Other facilities _____

III. Personnel

- A. Number of teachers
giving speech or
oral English _____
- B. Number doing speech
work exclusively _____
- C. Number who majored in
speech at undergrad-
uate level _____
- D. Number belonging to
professional speech
organizations _____

- IV. A. Are all students
screened for speech
difficulties? _____
- B. Is a general, cumu-
lative case history
record kept? If so
please list main type
of data. _____

APPENDIX II

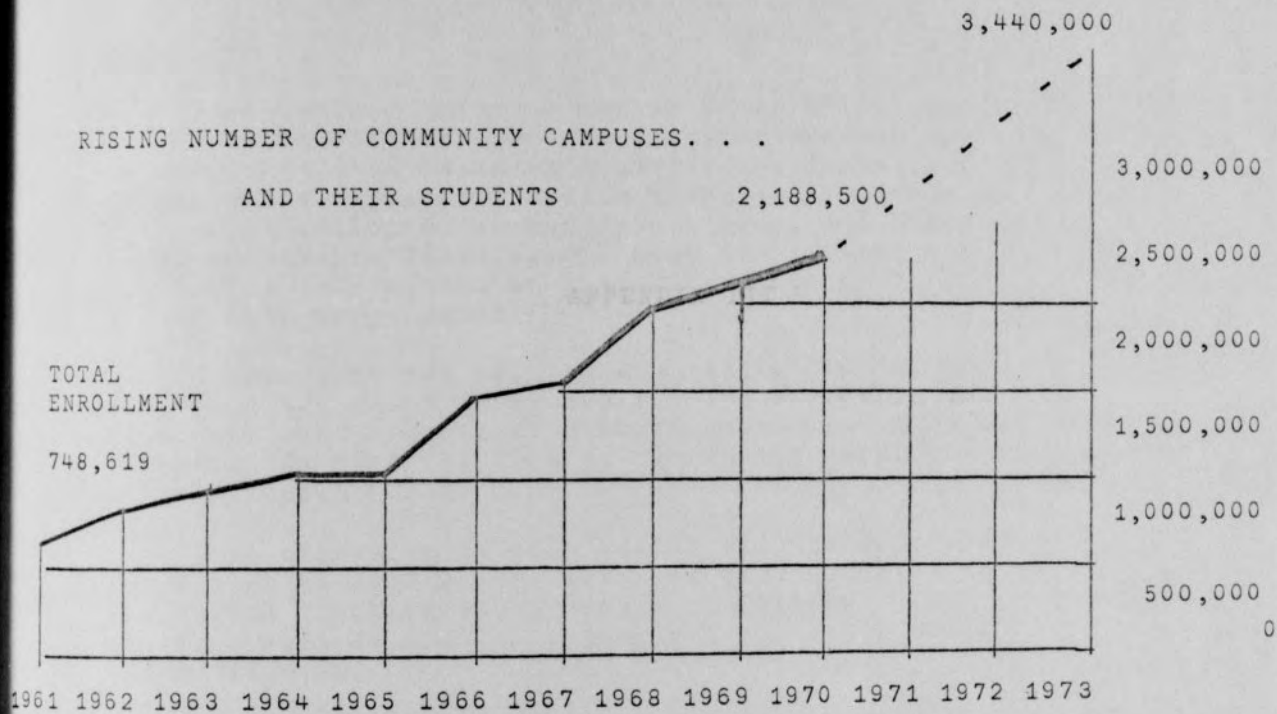


UNITED STATES DEPARTMENT OF EDUCATION

In the last eight years, community colleges have increased by 74%, and students at such schools have nearly tripled. In the next four years, 200 more junior colleges are expected to open, with total enrollment increasing 57 per cent.

Source: American Association of Junior Colleges, U. S. News and World Report, Jan., 1969.

APPENDIX II



COMMUNITY
 COLLEGES IN
 OPERATION

678

1,050

1,250

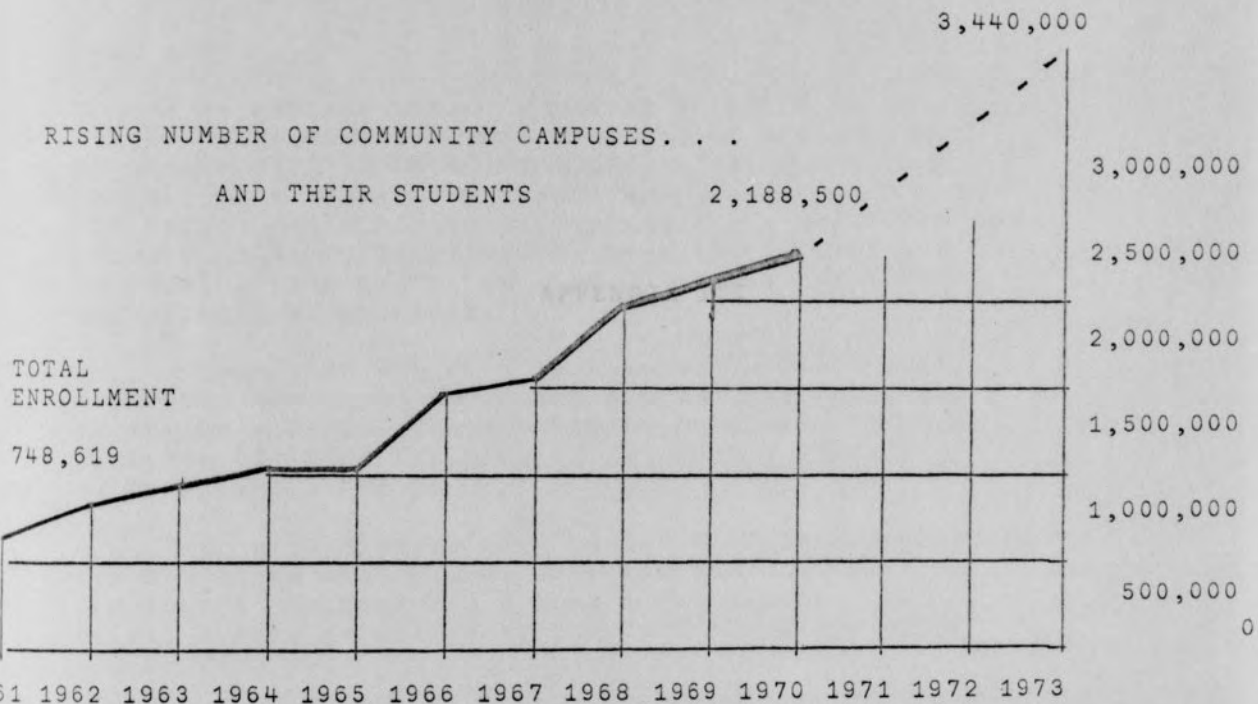
In the last eight years, community colleges have increased by 372, and students at such schools have nearly tripled. In the next four years, 200 more junior colleges are expected to open, with total enrollment increasing 57 per cent.

Source: American Association of Junior Colleges, U. S. News and World Report, Inc., 1969.

APPENDIX II

RISING NUMBER OF COMMUNITY CAMPUSES. . .

AND THEIR STUDENTS



COMMUNITY
COLLEGES IN
OPERATION

678

1,050

1,250

In the last eight years, community colleges have increased by 372, and students at such schools have nearly tripled. In the next four years, 200 more junior colleges are expected to open, with total enrollment increasing 57 per cent.

Source: American Association of Junior Colleges, U. S. News and World Report, Inc., 1969.

Ronald A. Stone
Route 4, Box 45
Lexington, N. C. 27207

Dear Sir:

I am working toward a master's degree in speech at the University of North Carolina at Greensboro. My thesis will be based upon attitudes, facts, and future plans concerning speech and drama programs in the public colleges, community colleges, and technical schools in North Carolina. I need the information concerning your school as early as possible by thesis submission.

APPENDIX III

I hope that you will please take a few minutes to answer the short questionnaire and return it to me in the self-addressed, stamped envelope. I hope that you can find the time to return the questionnaire by April 10, 1970.

Your attention to this matter will be appreciated for I plan to send a more detailed questionnaire to the speech teachers whose names you supply. If short, I will be unable to complete the study until I hear from you.

Ronald A. Stone

Encs.

Please return this questionnaire before April 10, 1970.
Donald A. Nance, Route 4, Box 50, Lexington, N. C. 27292

1. Do you teach part of your curriculum?
2. If so, in what department is it taught?

_____ Donald A. Nance
 Route 4, Box 50
 Lexington, N. C. 27292

3. Do you teach drama?
4. If so, in what department is it taught?

Are there plans to add any additional courses in speech next year?

Dear Sir:

I am working toward a master's degree in speech at the University of North Carolina at Greensboro. My thesis will be based upon attitudes, facts, and future plans concerning speech and drama programs in the junior colleges, community colleges, and technical schools in North Carolina. I need the information concerning your school so that I can make my thesis as accurate as possible.

I hope that you will please take a few minutes to answer the short questionnaire and return it to me in the self-addressed, stamped envelope. I hope that you can find the time to return the questionnaire by April 10/70.

Your attention to this matter will be appreciated for I plan to send a more detailed questionnaire to the speech teachers whose name/s you supply. In short, I will be unable to complete the study until I hear from you.

Yours truly,

Donald A. Nance

Encs.

Please list the name/s of the speech teachers at your school:

Do you have speech teachers teach drama? If yes, please provide the name/s of the teachers.

Please include any other information that you wish to include.

Donald A. Nance
Route 4, Box 58
Lexington, N. C. 27292

Dear Speech Teacher:

I recently sent a questionnaire to a representative of each accredited two-year college and technical school in North Carolina. I am interested in gaining information concerning the speech and drama programs in your institution.

APPENDIX IV

The response so far has been excellent. Would you please take a few minutes to reply so that my thesis will be as accurate and pertinent as possible.

Your prompt attention to the questionnaire will be appreciated.

Yours truly,

Donald A. Nance

Donald A. Nance
Route 4, Box 50
Lexington, N. C. 27292

Dear Speech Teacher:

I recently sent a questionnaire to a representative of each accredited two-year college and technical school in North Carolina. I am interested in gaining information concerning the speech and drama programs in your institution.

The response so far has been excellent. Would you please take a few minutes to reply so that my thesis will be as accurate and pertinent as possible.

Your prompt attention to the questionnaire will be appreciated.

Yours truly,

Donald A. Nance

Donald A. Nance

Route 4, Box 50

Lexington, N. C. 27292

Questionnaire for Speech Teacher

I. GENERAL INFORMATION

- A. You Name _____
- B. Faculty rank (professor, instructor, etc.) _____
- C. Are you the chairman of your department? yes no
- D. Department in which you teach _____
- E. Name of college where employed _____
- F. Total enrollment at your college (approx.) _____
- G. Quarter system () Semester system ()

II. ACADEMIC COURSES

- A. How many students were enrolled in speech courses in your school this year? (approx.) 1-25 26-50 51-75 76-100 101-200
- B. How long has your school offered speech courses? current year only 1-3 4-6 7-10 yrs. (specify if known)
- C. List any required speech courses and send syllabus if available. _____
- D. Underline courses that are taught in your school
 Public Speaking _____
 Fundamentals of Speech _____
 Oral Interpretation _____
 Voice and Diction _____
 Phonetics _____
 Other _____
- E. If any of the speech courses have a duration of over 1 quarter or 1 semester please indicate. _____
- F. What speech course/s do you teach? _____
PLEASE INCLUDE ANY COURSE OUTLINES WHICH ARE AVAILABLE

III. TEACHER

- A. Where did you earn your degree/s?

	Undergraduate	Masters	Doctorate
North Carolina	_____	_____	_____
Outside N. C.	_____	_____	_____
 - B. How many courses have you taken in speech? (Do not include drama)
- | | <u>UNDERGRADUATE</u> | <u>GRADUATE</u> |
|---------------------|----------------------|-----------------|
| Oral Interpretation | _____ | _____ |
| Debate | _____ | _____ |
| Phonetics | _____ | _____ |
| Public Speaking | _____ | _____ |
| Voice and Diction | _____ | _____ |
| Other | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

- C. How many years have you taught speech?
 high school _____ college _____
- D. To what professional organization do you belong?
 _____ Speech Association of America
 _____ Southern Speech Association
 _____ North Carolina Speech and Drama Association
 _____ Other (please list) _____

IV. ACTIVITIES

- A. How many students have participated during the current school year in extra-curricular speech activities (debates, oratory, etc.) 0-10 11-20 21-30 31-40 41-50 more (specify) _____
- B. Does your school sponsor a debate program?
 yes _____ no _____ If yes, please list any tournaments in which you have participated during this year

- C. Does your school sponsor a forensic program other than debate? (e.g., oratory, extemp. speaking, etc.)

- D. List any on-campus speech activities in which you participate (literary societies, etc.)

- E. List any local speech clubs or forensic societies that you have on campus _____

- F. Is there a school budget for extra-curricular speech activities? yes _____ no _____
- G. How many hours weekly does the sponsor of extra-curricular activities spend on these activities (approx.)?
 1-5 6-10 11-15 over 15 (specify) _____
- H. Please check one: In your opinion, the number of courses in speech at your college should be
 () expanded; () kept as is; () reduced.

V. DRAMA

- A. Does your school offer courses in drama? yes _____ no _____
 If so, who is the teacher (if other than yourself)? _____
- B. Does your school sponsor an extra-curricular drama program? yes _____ no _____ Director _____

NOTE: PLEASE ENCLOSE COURSE OUTLINES, SYLLABUSES, ETC., THAT MIGHT HELP IN MY STUDY!

Donald A. Hance
Route 4, Box 50
Lexington, N. C. 27302

Dear Speech Teacher:

I recently sent a questionnaire to a representative of each accredited two-year technical school in North Carolina. I am interested in gaining information concerning the speech and drama programs in your institution.

APPENDIX V

The response so far has been excellent. Would you please take a few minutes to reply so that my thesis will be as accurate and pertinent as possible.

Your prompt attention to the questionnaire will be appreciated.

Yours truly,

Donald A. Hance

Donald A. Nance
Route 4, Box 50
Lexington, N. C. 27292

Dear Speech Teacher:

I recently sent a questionnaire to a representative of each accredited two-year college and technical school in North Carolina. I am interested in gaining information concerning the speech and drama programs in your institution.

The response so far has been excellent. Would you please take a few minutes to reply so that my thesis will be as accurate and pertinent as possible.

Your prompt attention to the questionnaire will be appreciated.

Yours truly,

Donald A. Nance

QUESTIONNAIRE III

Donald A. Nance

Route 4, Box 50

Lexington, N. C. 27292

Questionnaire For Drama Teacher

I. GENERAL INFORMATION

- A. Your name _____
 B. Faculty rank (professor, instructor, etc.,) _____
 C. Are you chairman of your dept? yes ___ no ___
 D. Dept. in which you teach _____
 E. Name of college where employed _____
 F. Total enrollment at your college (approx.) _____
 G. Quarter system () Semester ()

II. ACADEMIC COURSE

Note: Do not include English, "reading" courses, such as Shakespeare, etc.

- A. Approximately how many students were enrolled in drama courses in your school this year?
 0-25 26-50 51-75 101-200
- B. How long has your school offered drama courses?
 Please circle current year only. 1-3 yrs. 4-6 yrs.
 7-10 yrs. over 10 years
- C. Circle courses that are taught in your school.
1. Drama Appreciation
 2. Stagecraft
 3. Acting
 4. Theatre History
 5. Other _____
- D. If any of the drama courses have a duration of over 1 quarter of 1 semester please indicate. _____

NOTE: PLEASE ENCLOSE COURSE OUTLINES, SYLLABUSES, ETC., THAT MIGHT HELP MY STUDY.

III. TEACHER

- A. Where did you earn your college or university degree/s?
- | | Undergraduate | Masters | Doctorate |
|----------------|---------------|---------|-----------|
| North Carolina | _____ | _____ | _____ |
| Outside N. C. | _____ | _____ | _____ |
- B. How many courses have you taken in drama?
- | | Undergraduate | Graduate |
|-----------------|---------------|----------|
| Acting | _____ | _____ |
| Directing | _____ | _____ |
| Stagecraft | _____ | _____ |
| Theatre History | _____ | _____ |
| Play Production | _____ | _____ |

- C. How many years have you taught drama?
 high school _____ college _____
- D. In your opinion, the number of courses in drama at your college should be () expanded; () kept as is; () reduced. Please check one.
- E. To what professional drama organization do you belong?
 _____ American Educational Theatre Association
 _____ Southeastern Theatre Association
 _____ North Carolina Speech and Drama Association
 _____ Southern Speech Association
 _____ Carolina Drama Association
 _____ Speech Association of America
 Other _____

IV. ACTIVITIES

- A. Approximately how many students have participated in extra-curricular drama activities during this school year? 0-10 11-20 21-30 31-40 41-50 more (specify)

- B. Please list any drama festivals or contests in which your school has participated this year _____

- C. To what drama organizations do your students belong (local and national)?

- D. Is there a budget for extra-curricular drama activities?
 yes _____ no _____
- E. Please list all plays produced by your faculty and students during the 69-70 school year.

- F. Please check one: In your opinion, the number of courses in drama at your college should be () expanded; () kept as is; () reduced.

PLEASE INCLUDE COURSE MATERIALS, OUTLINES, ETC., WHICH WOULD ASSIST IN THIS STUDY.