

A SURVEY OF THE EDUCATIONAL BACKGROUND OF
COACHES OF DEBATE IN KANSAS SECONDARY SCHOOLS

by

ROGER DEAN BRANNAN

B. A., Kansas State University, 1961

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

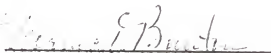
MASTER OF ARTS

Department of Speech

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

Approved by


Major Professor

LD
2668
T4
1969
B688

PREFACE

The author wishes to express his gratitude to those who helped immeasurably. A special word of thanks goes to Dr. Norma Bunton whose advice and interest encouraged the writer to have a profitable school year on campus. Gratitude is also expressed to Miss Mary Frances White and Dr. William Burke who served on the committee and who gave careful attention to the results of the study. The writer is indebted to Miss Gladys Iske and her staff in the Teacher Accreditation Section of the Kansas Department of Public Instruction for making the research possible. Also, the writer would like to especially thank Mr. Jack Kingsley, Director of Forensics at Kansas State University, for providing the important experience and understanding in this writer's field of interest. The writer is especially grateful for the efforts of his wife, Doris, for her typing, but most of all for her understanding and ability to withstand the stress of finishing the degree.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. THE PROBLEM	6
III. REVIEW OF LITERATURE	11
IV. PROCEDURE	16
V. PRESENTATION OF DATA	19
VI. INTERPRETATION OF DATA	46
VII. SUMMARY, CONCLUSIONS, AND IMPLICATIONS	52
LIST OF WORKS CONSULTED	56
APPENDIX	57

LIST OF TABLES

Table	Page
I. Number of Schools With Debate Coaches	20
II. Number of Degrees Held by Debate Coaches	22
III. Number of Degrees Held by Debate Coaches of Registered Schools	23
IV. Credit Hours in Speech Held by the Total Number of Debate Coaches	25
V. Total Speech Credit Hours for Coaches with Registered Debate Programs	26
VI. Credit Hours in Debate Held by the Total Number of Debate Coaches	31
VII. Total Hours and Averages for Coaches With Debate Credit	32
VIII. Credit Hours in Debate for Coaches of Registered Schools	33
IX. Total Hours and Averages for Coaches of Registered Schools With Debate Credit	34
X. Years of Teaching Experience of Total Number of Debate Coaches	40
XI. Years of Teaching Experience of Registered Debate Coaches	41
XII. Schools from which Kansas Debate Coaches Received Degrees	44

CHAPTER I

INTRODUCTION

One of the primary concerns of education is the competency of the teachers. This competency is determined by the teacher's own integrity and by his preparation. The education and preparation of teachers is one area in which the colleges and universities and professional associations can exert much control to insure that teachers are adequately prepared. The teacher must be knowledgeable if he is expected to retain the confidence of his students.

The Speech Association of America has demonstrated its concern for the competency of speech teachers. In 1963, the Speech Association of America Sub-Committee on Curricula and Certification issued the following statement concerning "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools."

- "1. The competent teacher of speech has an understanding of the nature of speech.
 - a. The teacher of speech knows that speech, with its counterpart listening, constitutes the primary means whereby man most commonly comes to an understanding of himself and his universe. It is the basic means through which he formulates thought and the major process through which our society operates and maintains itself. It is central to the functioning of religious, political, social, and economic life.
 - b. The teacher of speech sees speech as complex behavior which involves thought, attitudes, use of language, sound, and action. He views it as a social process, an interaction among people whose purposes are to effect commonality of understanding.
 - c. The teacher of speech recognizes that through

speech the individual is helped to integrate knowledge. He knows that in a democratic society it is vital that intelligent individuals be made articulate in order that intelligence may prevail.

- d. The teacher of speech knows that speech is learned behavior. He is aware that upon its proper learning depend much of the individual's self-realization and his development as a thinking, mature, responsible person. He realizes that to improve speaking is to contribute importantly to an individual's mental and emotional health and wellbeing.
 - e. The teacher of speech appreciates that to be most effective such learning is best achieved through organized instruction under competent teachers.
2. The competent teacher of speech in secondary schools is prepared to execute effectively any or all of the following duties:
- a. Teaching classes in speech fundamentals, discussion and debate, public speaking, oral reading of literature, dramatic production, and/or speech before microphone or camera.
 - b. Directing and/or coordinating co-curricular or extra-curricular activities in debate, discussion, speech contests and festivals, theatre, and radio and television production.
 - c. Planning and preparing or assisting others in the preparation of programs for assemblies, community ceremonies, and special occasions.
 - d. Preparing courses of study, making textbook selections, procuring audio-visual and other teaching materials, and planning extra-curricular programs.
 - e. Serving as consultant in matters of speech to the entire faculty and to the community.
3. The competent teacher of speech in secondary schools demonstrates:
- a. Personal proficiency in oral and written communication.
 - b. Functional knowledge of the basic forms and uses of speech as listed in 2a and 2b.

c. Ability in stimulating and guiding the speech development of students.¹

The underlined portions of their statement are especially pertinent to this study. These are specific recommendations for the preparation of teachers of speech.

In the discussion of this statement, the sub-committee stated that a prospective teacher should complete at least 18 semester hours in courses in speech and that these courses should be well distributed within the field so that a teacher of speech would be competent to handle the duties listed in Section 2 above.

In a further effort to raise standards of teaching within the profession, the Speech Association of America recently passed a resolution concerning standards for certification which were to become effective September 1, 1972. In this resolution, the S.A.A. recommended that a teacher who taught speech courses in the secondary school should have been a speech major in his university work. The teacher should complete his master's degree within his first five years of teaching. The Association also recommended that the teacher be certified to teach only those courses in which he has had academic preparation. The second part of the resolution contained the Association's recommendations for the director of speech activities in secondary schools. The director should have at least a speech minor in his university work, and he should be certified to direct only those activities in which he has had academic preparation and practical experience.

The resolution indicates a concern for quality in the speech profession.

¹ S.A.A. Sub-Committee on Curricula and Certification. "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII (Nov. 1963), p. 336.

Not only is there a professional interest in the quality of a teacher's preparation, but there is also noticeable attention from outside the profession. In Kansas, the State Department of Public Instruction has plans to increase the requirements for certification of teachers of speech which will go into effect September 1, 1970. These requirements will be as follows:

"Speech (including debate and dramatics): Twenty-four semester hours which include at least one course in each of the following: public speaking, theatre, discussion and debate, and one from the following three: oral interpretation, speech correction, or voice and diction."

Presently, a teacher of speech or debate coach is required to have only six credit hours in speech in order to teach. The future certification requirement change seems to be a response to the recommendation of the Kansas Speech Association. Their recommendation is the same as the Department of Public Instruction's prospective change.

The teaching profession, in general, is concerned with the quality of teacher education in order to justify demands for increased salaries and better teaching conditions. One example of this is the index systems for salaries which put emphasis on credit hours of preparation and teaching experience. After graduation from universities, teachers are encouraged to return to school in order to gain credit hours which will place them in the next higher step on the salary schedules. This does not automatically mean that all teachers get credit hours in their major field, but the monetary reward may encourage many to become more proficient in their major fields. School administrators view the transcripts of teachers to determine how qualified a teacher may be to teach a particular class or direct a particular activity. The administrators partially base their decisions concerning teacher assignments on the number of hours which a teacher has in a particular

subject area.

Of course, the number of college hours is not an assurance that a teacher is competent in the classroom, but until better means of supervision and evaluation are determined, the college credit hours remain an important factor in at least the appearance of competency. They are the means used for certification and the means used in many Kansas schools to determine salary and teaching assignments.

CHAPTER II

THE PROBLEM

To get a picture of how well a portion of the speech profession meets certification requirements of Kansas and the recommended standards of the Speech Association of America, this writer has determined to make a study of the educational background of coaches of debate in Kansas secondary schools.

This writer has alluded to the attention being devoted to the certification of teachers of speech indicated by the S.A.A. recommendations for certification and the Kansas State Department of Public Instruction's plans for increasing Kansas certification requirements of teachers of speech. This study will concentrate on one portion of the speech profession in Kansas, the coaches of debate. This area has been this writer's main field of interest in his teaching assignments in secondary schools and his primary concern in his university graduate work.

A study of this nature can be of assistance to university departments whose responsibility it is to prepare coaches of debate to be competent directors of the forensic activities on the secondary school level. The departments can see the areas of strength and weakness in the debate coaches' educational preparation and perhaps reflect on their own requirements for the majors in their field. The information gained from this study could be of some assistance to those who are debate coaches. By comparing the results with the recommended standards they could decide that additional work needs to be done by members within their own area.

The information gained from the study can be used by the State Department of Public Instruction as a partial check on the standards for

teachers of speech. When this writer used the files available in the State Department of Public Instruction, he was asked to indicate in their records what type of study was being made and how it was to be made available to the Department.

The results could be useful to the Kansas Speech Association to help them determine the status of one section of the speech profession. They could compare the actual status of debate coaches with their recommendations for certification to determine how closely the actual status matches the recommended standards.

This study was undertaken with these two objectives in mind:

1. To provide a picture of the educational background of one segment of the speech profession, the debate coaches in Kansas secondary schools.
2. To compare the status of the educational background of these debate coaches to the standards recommended by the Speech Association of America.

As can be seen from the objectives, this writer narrowed the study to a survey of the educational preparation of debate coaches in Kansas secondary schools. There were several reasons for this. In Kansas, the person who directs the speech activities in many of the secondary schools is the debate coach. In this study, 112 coaches of the 189 coaches who were studied were listed as both the debate coach and the director of the speech activities which occur second semester. It can be seen then that a majority of the debate coaches would be in the equivalent position as the directors of forensics on the university level. Thus, it can be seen that this study will include an important segment of the speech profession.

In Kansas, the school year is divided so that students may participate in debate tournaments first semester and participate in speech tournaments or festivals second semester with such events as original oratory, informative speaking, prose reading, poetry reading, extemporaneous speaking, and duet acting. At some tournaments and festivals, one-act plays are included.

In some secondary schools, another speech teacher, often the drama coach, directs the second semester activities. Since there seems to be a division of responsibilities in some cases, this writer was not always sure who could be considered the director of forensics in the secondary schools. It has been this writer's experience that the title of director of forensics is not often given on the secondary school level. As was mentioned before, 112 of 189 coaches do direct the speech activities for both semesters.

The third reason for narrowing the study is due in part to the inconsistency mentioned above. By limiting the study to debate coaches, a more complete view of one section of the speech profession can be gained. This section will be an important one. In summary, this writer decided to narrow his study to the educational background of debate coaches of Kansas secondary schools for these reasons: (1) that debate coaches are the ones who direct most of the speech activities, (2) that there is some confusion as to who is considered director of forensics at the high school level, and (3) a more complete picture of one section of the speech profession can be achieved.

The study was further limited to those debate coaches in Kansas secondary schools for the 1968-69 school year. The list was obtained from the Kansas State High School Activities Association Membership Directory, 1968-1969.

The following hypotheses were tested by this study:

1. The percentage of secondary schools which have debate programs is greater in the larger secondary schools in Kansas.
2. The percentage of debate coaches who hold the Master's degree is greater in the larger secondary schools than in the smaller secondary schools in Kansas.
3. The average number of credit hours in speech in both the undergraduate and graduate work of the debate coaches is less than twenty-four credit hours.
4. The average number of credit hours in debate is less than six hours.
5. The average years of teaching experience of debate coaches is greater in the larger secondary schools.
6. Most debate coaches in Kansas secondary schools were graduated from Kansas colleges or universities.

School classifications were used to help structure the results of the data of the study. An explanation of these classifications may be necessary. Class AAAAA is the classification given by Kansas State High School Activities Association to those schools with enrollments of 1617 to 2717 students. There were 16 of these schools. There were 32 Class AAAA schools with enrollments of 633 to 1557 students. Class AAA included 64 schools with enrollments of 223 to 630 students. Class AA included 128 schools with enrollments of 106 to 220 students. Class A included 200 schools with enrollments of 25 to 106 students.

The term "registered schools" will be used frequently. This term is given to those schools who have paid their debate participation fee for the

1968-69 debate season. These schools will be considered to have active debate programs. Several other schools had debate coaches listed in the KSHSAA Membership Directory, 1968-1969, but they do not necessarily have an active debate program for this particular year. They were included in the study so that the survey would be complete for this particular segment.

The debate coaches are those who are designated by their school and by the KSHSAA in their membership directory as the persons in charge of the debate program whether it be a class or an extra-curricular activity of the school. If the debate program is not a regularly scheduled class period, a teacher is not required by the State Department of Public Instruction to have six credit hours in speech.

CHAPTER III

REVIEW OF LITERATURE

To provide a basis for this study, this writer had to consult other surveys which were related to the subject area.

Dorothy Yaws and E. L. Pross (9) published the results of a survey which they made in 1952 in the area of certification requirements. In their survey, they contacted the state agencies in charge of teacher certification and found information concerning how many states require a speech major, how many hours were required for a speech minor, and what specifically prescribed courses in speech were required for certification. Their investigation of the Kansas requirements found that a teacher could teach speech courses if the hours in speech were taken as a part of an English major. Their survey found that the 32 states that recognize the speech major also associate speech with English. This is sometimes labelled as a language arts major by some universities. Kansas was one of these 32 states in which recognition was given to the speech major, but also there was an association with English. Kansas did require a certain number of hours for the certification of a speech teacher. Six credit hours were required. There were no hours designated as the number required for a speech minor. Kansas did not specifically prescribe courses in speech for certification. Yaws and Pross found that eleven states prescribed certain required courses. Seventeen states did require speech courses as basic training for all or certain teachers. These authors called attention to the problem of the speech minor. Their main concern was for the adequacy of training for a teacher of speech courses who had only 12 to 18 credit hours in speech. It happens in many high schools that a teacher of

given a primary assignment to teach English and then one or two speech courses will be added to his assignment.

A study which was published in 1963 surveyed the undergraduate preparation in the colleges and universities of the central states for prospective teachers of speech in the secondary schools. Professor Marceline Erickson (4) examined the catalogues of 339 four-year colleges and universities in the central states to determine the courses available to prospective teachers of speech. Professor Erickson grouped the courses into four areas - Processes, Public Address, Theatre, and Speech Correction - based on similar work done by the Secondary School Committee of the Speech Association of America under the direction of Evelyn Konigsberg. The area designated Processes included courses such as Anatomy and Physiology of the Vocal Mechanism, Phonetics, Basic Speech Improvement, and Voice and Articulation. The information showed that all Kansas colleges and universities offered courses in this area. According to the survey of information in the catalogues, only three, out of a total of twenty-four, required courses in this area. At fifteen schools, it could not be determined whether or not courses in this area were required, recommended, or elective according to information in the catalogue, but at least these courses were available.

The Public Address area included such courses as Public Speaking, Discussion, Argumentation, Debate, and Parliamentary Procedure. Of the twenty-four Kansas colleges and universities, seven clearly required courses in this area. Only one school did not offer courses in the area. The catalogues of sixteen schools did not clearly state whether or not these courses were required, recommended, or elective; however, courses in this area were offered.

The Theatre area included courses such as Oral Interpretation, Acting, Directing, Play Production, Stage Craft, Radio and TV. Three Kansas colleges and universities required courses in this area, and twenty schools did not clearly state whether or not these courses were required, recommended, or elective, but they were offered.

The fourth area, Speech Correction, included courses such as Speech Correction, Speech Pathology, and Clinical Practice in Speech Correction. Four Kansas schools clearly required courses in this area, and six schools failed to clearly state whether or not these courses were required, recommended, or elective, but they did offer them. Thirteen schools did not offer courses in this area. One school clearly designated this area as elective.

Professor Erickson also investigated the availability of a Methods of Teaching Speech course in the colleges and universities of the central states. She found that in Kansas, six schools had the course within the speech department. Two Kansas schools had the methods course described in both the education and speech departments. Three schools had the methods course described in the education department only.

The reporting of this survey was done to give this writer some basis for the assumption that there are opportunities available for teachers of speech to prepare, on paper at least, themselves for their profession. The results of a survey such as Professor Erickson's would lead some to assume that teachers of speech activities would have good backgrounds in their teaching areas. One especially pertinent question raised by Professor Erickson concerns the qualifications of the speech minor since certification requirements permit speech minors to teach speech courses and direct speech activities in Kansas secondary schools.

Timmons and Giffin (8) surveyed requirements for teachers of speech in the secondary schools of the United States and the results were published in 1964. In their study, they examined reports from State Departments of Public Instruction. They placed each state in one of six categories according to the state's standards for certification of teachers of speech. The following is a list of the categories and their distinguishing characteristics.

Category A - No certificate required, one state

Category B - Standard Secondary Certificate, three states

Category C - Standard Secondary Certificate Plus Certification
in English, three states

Category D - Standard Secondary Certificate Plus a Specified
Number of Hours in Speech, thirty-five states

Category E - Standard Secondary Certificate Plus a Major or
Minor in Speech, four states

Category F - Replies Too Vague to be Tabulated, four states

Fourteen states in this study require specific subject areas in which speech training must be taken. Kansas was placed in Category D. Certification for teachers of speech in Kansas requires that a teacher have six hours in speech and does not specify the subject areas for training.

Cropp (2) in reporting the activities of the Kansas Speech Association in the area of certification of teachers of speech in the Speech Teacher, March, 1969, says that a teacher may be certified to teach speech in Kansas secondary schools with six semester hours of speech in college. He reports that the Kansas Advisory Council on Education recommended that certification requirements of teachers of speech be increased. The Curriculum Advisory Committee of the Kansas Speech Association recommended that teachers of speech

should have "twenty-four semester hours which include at least one course in each of the following areas: public speaking, theatre, discussion and debate, and one of the following: oral interpretation, speech correction, or voice and diction."

From these surveys, it can be concluded that the speech profession is concerned about the preparation of its members. The review of literature shows that progress is being made towards the establishment of higher standards in Kansas. Reference should be made again to the changes in certification of teachers of speech which will go into effect in 1972. This study attempts to show the educational preparation of debate coaches, since they do contribute greatly to the quality of speech instruction in Kansas secondary schools. Quality is difficult to measure, but perhaps knowledge of the educational background of one group within the profession can aid in evaluating this element. The question then answered by this study is "What is the educational background of debate coaches in Kansas secondary schools?"

CHAPTER IV

PROCEDURE

The subjects for the study were the debate coaches in the Kansas secondary schools who were listed in the Kansas State High School Activities Association Membership Directory, 1968-69. One check against any omissions was to compare these names with the list of schools who actually paid their debate participation fee to the KSHSAA. Upon corresponding with Keith Akins, Administrative Assistant of KSHSAA, it was found that some schools listed a debate coach but did not have active debate programs, that is, programs which allowed the schools to enter debate tournaments with other schools. It was decided that two sets of data would be presented, data of the total number of debate coaches and data of those coaches whose schools were actually listed as participants in debate by the KSHSAA. The debate coaches of junior high schools were omitted. The debate coaches in Kansas high schools for the 1968-69 academic year were covered in the study. All information concerning these debate coaches was obtained from the files in the Department of Public Instruction at the beginning of the school year 1968-69. There were 189 subjects for this study.

Each personnel file contained the teacher's transcripts, his application for a teaching certificate, a record of his teaching experience, and the form used by the Department of Public Instruction to determine what fields the teacher is qualified to teach. Permission to use the files was granted by Gladys Iske, Director of Teacher Accreditation, after a discussion of the purpose and type of study which was to be made.

To add to the ease of collecting the data, the dittoed form included in

the Appendix was used. On this form, the degrees held by each debate coach and the schools where they were granted were recorded, as well as the number of undergraduate hours in speech and the number of graduate hours in speech. Within each area, this writer recorded the number of hours taken in each of the four categories of speech courses. This writer did not record whether or not the teacher was a speech major or speech minor in his undergraduate or graduate work. After some examination of the files, it was found that this was not always possible to determine because of variations in practice by the different institutions in the preparation of transcripts. Some designated the major and minor areas and some did not. The form used for this research required information concerning years of experience and the size of the school in which the teacher was employed.

This writer has already referred to the variety of transcript forms which made it difficult to determine at times what the major or the minor of the teacher in his college or university preparation was. Another problem was the classification of speech courses found on the transcript. This writer decided to group the courses into four areas: Debate, Drama, General Speech and Speech Science. This was not entirely satisfactory since the course title could be misleading. These four categories differed in some ways from those used in Professor Erickson's survey. Debate was listed as a separate category for this study so that more definite information could be gathered about the educational background of debate coaches in this area. The category Debate, in this study, included classes listed as Argumentation, classes listed as Debate, and the credit hours given for participation in collegiate debate. During a preliminary examination of some of the files, this writer found that some teachers had had courses in Logic. These have

some bearing on speech courses, so this writer decided to include them in the category of Debate, because of structure of arguments. Drama included theatre courses, Oral Interpretation, and credit hours given for participation in collegiate dramatic productions. Some teachers had courses in Radio-TV areas. This writer decided to follow the precedent set by Professor Erickson's survey and included such courses in the Drama category. General Speech included basic speech courses, rhetorical theory and history courses, discussion courses and parliamentary procedure courses. Speech Science included speech correction courses and courses such as Voice and Diction, Phonetics, Voice Improvement, Training the Speaking Voice, and Linguistics.

It was decided that since this was a study of the educational background of debate coaches, it should emphasize the number of credit hours in the debate area rather than the other three subject areas. The credit hours in the area of debate were especially pertinent to the study, so this study was concerned with the total undergraduate and graduate credit hours in speech and the total credit hours specifically in the area of debate.

CHAPTER V

PRESENTATION OF DATA

To get some idea of the extent of the debate activity in Kansas secondary schools, the reader is asked to refer to Table I on page 20. The first hypothesis of the study was "The percentage of secondary schools which have debate programs is greater in the larger secondary schools in Kansas."

There were sixteen schools in the 5A category, and all sixteen have debate programs. All sixteen programs participated in debate tournaments during the 1968-69 academic year. All sixteen schools had debate coaches listed in the membership directory.

With the 4A schools, the percentages of schools with debate coaches and active debate programs begins to drop. Table I shows that 31 out of 32 schools had debate coaches listed in the directory. Of the total 32 schools, 30 had active debate programs for a percentage of 93.75%.

The 3A schools had 47 schools out of a total of 64 schools with debate coaches listed in the directory; however, 43 out of the 64 total had active debate programs. The percentage of schools with active programs was 67.19%. This was considerably less than the percentage for the 4A secondary schools.

The percentage of 2A schools with active debate programs was much lower than the 3A schools. Thirty-five point ninety-four percent of the 128 schools had active programs, or 46 out of 128. Sixty-two schools of the total had debate coaches listed in the directory.

The last classification, the A schools, had the least number of active debate programs. Thirty-three out of 200 A schools had debate coaches listed in the directory, but only fourteen out of the total had active debate

TABLE I
 Number of Schools With Debate Coaches

<u>School Classification</u>	<u>Total Number of Schools</u>	<u>Number of Schools with Debate Coaches</u>	<u>Percent of Schools with Debate Coaches</u>	<u>Number of Schools Registered for Debate with KSHSAA</u>	<u>Percent of Schools Registered for Debate with KSHSAA</u>
AAAAA	16	16	100.00	16	100.00
AAAA	32	31	96.88	30	93.75
AAA	64	47	73.44	43	67.19
AA	128	62	48.44	46	35.94
A	200	33	16.50	14	7.00
Total	440	189	42.95	149	33.86

programs for a percentage of 7%.

The overall data shows that 189 schools out of the 440 total were listed as having debate coaches; however, only 149 schools had active debate programs, which was 33.86% of the total number of schools. Little has been said of the percentage of schools with debate coaches, column three of Table I. In Chapter 4, it was stated that some schools merely list debate coaches without having an active program. By emphasizing the percentage of schools which were registered with the KSHSAA and which then showed that they had active debate programs, the study would be emphasizing the more certain data.

The next area covered by the study was the number of degrees held by the debate coaches in Kansas secondary schools. The hypothesis which these data were concerned with is "The percentage of debate coaches who hold the Master's degree is greater in the larger secondary schools than in the smaller secondary schools in Kansas." The data concerning this area are found in Table II and III on pages 22 and 23. Table II is concerned with the data of all debate coaches listed in the membership directory. Table III is concerned with the data of the debate coaches whose schools were registered with the KSHSAA for participation in debate.

All of the sixteen debate coaches with the 5A schools had their Bachelor's degrees. Nine of the sixteen 5A debate coaches held the Master's degree for a percentage of 56.25%.

In the 4A classification, nine of the total 31 debate coaches held the Master's degree. Nine of the 30 debate coaches whose schools have active debate programs held the Master's degree with a percentage of 30%. All coaches in both tables held the Bachelor's degree.

Eleven of the 47 total debate coaches listed in the 3A category held the

TABLE II
Number of Degrees Held by Debate Coaches

<u>School Classification</u>	<u>Total Number of Debate Coaches</u>	<u>Total Bachelor Degrees</u>	<u>Total Master Degrees</u>	<u>Percent Holding Master Degrees</u>
AAAAA	16	16	9	56.25
AAAA	31	31	9	29.03
AAA	47	47	11	23.40
AA	62	62	9	14.52
A	33	33	4	12.12
Total	189	189	42	22.22

TABLE III
 Number of Degrees Held by Debate Coaches of Registered Schools

<u>School Classification</u>	<u>Total Number of Debate Coaches</u>	<u>Total Bachelor Degrees</u>	<u>Total Master Degrees</u>	<u>Percent Holding Master Degrees</u>
AAAAA	16	16	9	56.25
AAAA	30	30	9	30.00
AAA	43	43	11	25.58
AA	46	46	5	10.87
A	14	14	1	7.14
Total	149	149	35	23.49

Master's degree. Eleven of the 43 debate coaches whose schools had active debate programs held the Master's degree for a percentage of 25.58%. All 3A debate coaches held the Bachelor's degree.

The 2A category had a lower percentage of total debate coaches holding the Master's degree, 14.52%. Nine of the 62 total debate coaches held the Master's degree. Five of the 46 debate coaches whose schools had active debate programs held the Master's degree for a percentage of 10.87%. All class 2A coaches held the Bachelor's degree.

Four of the 33 Class A debate coaches in Table II held the Master's degree for a percentage of 12.12%. The debate coaches with active debate programs in Table III had a percentage of 7.14% or 1 of 14 holding the Master's degree. All Class A coaches held the Bachelor's degree.

The overall total in Table II shows that 42 of 189 debate coaches held the Master's degree. Thirty-five of 149 debate coaches with active debate programs held the Master's degree (Table III). All debate coaches held the Bachelor's degree.

This study was next concerned with the number of credit hours in speech taken by the debate coaches in their university preparation. Tables IV and V show the data in this area. The hypothesis to be tested was "The average number of credit hours in speech in both the undergraduate and graduate work of the debate coaches is less than 24 credit hours." Table IV shows the number of credit hours in speech taken by all debate coaches listed in the KSHSAA Membership Directory. Table V shows the number of credit hours in speech taken by debate coaches whose schools had an active debate program. Both tables show the total number of credit hours in speech, the number of undergraduate hours in speech, and the number of graduate hours in speech.

TABLE IV
Credit Hours in Speech Held by the Total Number of Debate Coaches

School Classification	Total Number of Debate Coaches	Total Credit Hours In Speech	Average Credit Hours	Number of Undergraduate Hours in Speech	Average of Undergraduate Hours in Speech	Number with Graduate Credit	Number of Graduate Hours in Speech	Average of Graduate Hours In Speech
AAAAA	16	740.42	46.28	489.32	30.58	12	251.10	20.93
AAAA	31	910.66	29.38	688.66	22.21	14	222.00	15.86
AAA	47	1,456.50	30.98	1,184.50	25.20	20	272.00	13.60
AA	62	1,506.83	24.30	1,283.50	20.70	25	223.33	8.93
A	33	614.60	18.62	487.60	14.78	12	127.00	10.58
Total	189	5,229.01	27.67	4,133.58	21.87	83	1,095.43	13.20

TABLE V
Total Speech Credit Hours for Coaches with Registered Debate Programs

School Classi- fication	Total Number of Debate Coaches	Total Credit Hours		Average Credit Hours	Number of Undergraduate Hours in Speech		Average of Undergraduate Hours in Speech	Number with Graduate Credit	Number of Graduate Hours in Speech		Average of Graduate Hours in Speech
		Speech	In Speech		Undergraduate	Hours in Speech			Graduate	Hours In Speech	
AAAAA	16	740.42	46.28	489.32	30.58	12	251.10	20.93			
AAAA	30	876.66	29.22	654.66	21.82	14	222.00	15.86			
AAA	43	1,399.50	32.55	1,129.50	26.27	19	270.00	14.21			
AA	46	1,182.83	25.71	997.50	21.68	19	185.33	9.75			
A	14	371.00	26.50	283.00	20.21	6	88.00	14.67			
Total	149	4,570.41	30.67	3,553.98	23.85	70	1,016.43	14.52			

The total numbers and the averages contain decimals. This is a result of the conversion of quarter hours into semester hours.

The debate coaches of the 5A schools accumulated 740.42 undergraduate and graduate credit hours in speech for an average of 46.28 total credit hours. When divided into undergraduate and graduate credit hours, the educational preparation of the 5A debate coaches remains the highest of the five classifications. This group had a total of 489.32 undergraduate credit hours in speech for an average of 30.58 credit hours. Twelve of the sixteen coaches had had graduate credit hours in speech. Not all twelve coaches held the Master's degree. There was a total of 251.10 graduate credit hours in speech for this group for an average of 20.93 credit hours.

The total listed debate coaches in the 4A classification had a total of 910.66 credit hours in speech for an average of 29.38 hours as seen in Table IV. This group had a total of 688.66 undergraduate credit hours in speech for an average of 22.21 credit hours. Fourteen of the 31 total debate coaches had graduate credit hours in speech. Not all of these coaches held the Master's degree. These fourteen coaches accumulated 222 graduate credit hours in speech for an average of 15.86 credit hours.

The thirty 4A debate coaches with active debate programs differed slightly from the data in Table IV. This group accumulated 876.66 total credit hours in speech for an average of 29.22 credit hours. They had a total of 654.66 undergraduate credit hours in speech for an average of 21.82 credit hours. Fourteen coaches had taken graduate work. There was a total of 222 graduate credit hours for an average of 15.86 credit hours. Not all of this group held the Master's degree.

The 47 coaches in the 3A classification in Table IV had a total of

1,456.50 credit hours in speech for an average of 30.98 credit hours. They had a total of 1,184.50 undergraduate credit hours for an average of 25.20 credit hours. There was a total of 272 graduate credit hours and an average of 13.6 credit hours for the twenty 3A debate coaches who had taken graduate hours in speech. Not all of them held the Master's degree.

The 43 debate coaches in the 3A classification in Table V had a total of 1,399.50 credit hours in speech for an average of 32.55 credit hours. On the undergraduate level, this group had a total of 1,129.50 credit hours for an average of 26.27 credit hours. Nineteen coaches of this group had taken a total of 270 graduate credit hours for an average of 14.21 credit hours in speech. Again, not all held the Master's degree.

In Table IV, it can be seen of the total number of 2A debate coaches who were listed, 62 accumulated a total of 1,506.83 credit hours in speech for an average of 24.30 credit hours. This group had a total of 1,283.50 undergraduate credit hours in speech for an average of 20.70 credit hours. Twenty-five of this group had a total of 223.33 graduate credit hours in speech for an average of 8.93 credit hours.

Table V shows that the forty-six 2A debate coaches who conducted active debate programs accumulated a total of 1,182.83 total credit hours in speech for an average of 25.71 credit hours. They had a total of 997.50 undergraduate hours for an average of 21.68 credit hours. Nineteen of these coaches accumulated 185.33 graduate credit hours for an average of 9.75 credit hours. Not all of the 2A debate coaches who had taken graduate work in speech had their Master's degree.

The debate coaches in Class A schools had the lowest totals and averages in this area. The 33 Class A debate coaches listed in the directory had a

total of 614.60 credit hours in speech for an average of 18.62 credit hours. They had a total of 487.60 undergraduate credit hours for an average of 14.78 credit hours. Twelve of these coaches had accumulated 127 graduate credit hours in speech for an average of 10.58 credit hours.

When this group was narrowed to only those whose schools were registered for debate participation, it was found that this group of fourteen had accumulated a total of 371.00 credit hours in speech for an average of 26.50 credit hours. They had a total of 283 undergraduate credit hours in speech for an average of 20.21 credit hours. Six of these fourteen coaches had taken graduate work in speech for a total of 88 graduate credit hours and an average of 14.67 credit hours. Again, not all of the Class A coaches who had taken graduate work had their Master's degree.

Table IV shows that the total number of debate coaches listed in all classes had a total of 5,229.01 credit hours in both the undergraduate and graduate level of work in speech for an average of 27.67 credit hours. All coaches had a total of 4,133.58 undergraduate credit hours for an average of 21.87 credit hours. The 83 debate coaches who had taken graduate work had accumulated 1,095.43 graduate credit hours in speech for an average of 13.20 credit hours.

Turning next to Table V for the total data concerning those debate coaches whose schools were registered with the KSHSAA for debate participation, it can be seen that these 149 debate coaches accumulated a total of 4,570.41 credit hours in both undergraduate and graduate speech work for an average of 30.67 credit hours in speech. On the undergraduate level they accumulated 3,553.98 undergraduate credit hours for an average of 23.85 credit hours. Seventy of these 149 coaches accumulated 1,016.43 graduate credit hours for

an average of 14.52 credit hours.

This study next turns to the credit hours in the field of debate taken by the debate coaches. The hypothesis being tested in "The average number of credit hours in debate is less than six hours." Tables VI, VII, VIII, and IX on pages 31, 32, 33, and 34 respectively, contain the data for this section of the study. Table VI contains the data for all of the debate coaches who were listed in the KSHSAA Membership Directory, while Table VIII contains the data for those coaches whose schools were registered by the KSHSAA for debate participation. Table VII contains the data which shows the number of debate coaches who have had specific classwork in the debate area. Table IX goes a step further and shows the data for debate coaches of registered schools who have had specific classwork in debate. These data were presented in this manner so that averages for the entire group of debate coaches could be shown, as well as averages for those coaches who have taken specific work in the debate area. These four tables contain hours in logic.

Turning first to the 5A classification in Table VI, it can be seen that the 5A debate coaches had a total of 65.33 credit hours in debate for an average of 4.08 credit hours. The overall group of 5A coaches accumulated 53.33 undergraduate credit hours in debate for an average of 3.33. On the graduate level, this group had a total of 12 credit hours for an average of .75. Table VII shows the averages for those 5A coaches who had taken classwork in debate. When analyzing this group, it was found the fourteen coaches had accumulated 65.33 hours for an average of 4.67. Fourteen coaches had a total of 53.33 undergraduate credit hours in debate for an average of 3.81. There were four coaches in this group who had taken graduate work in debate. They had a total of twelve hours for an average of 3.00.

TABLE VI

Credit Hours in Debate Held by the Total Number of Debate Coaches

School Classi- fication	Total Number of Debate Coaches	Total Credit Hours In Debate	Average Credit Hours	Number of		Average of Undergraduate Hours in Debate	Number of Graduate Hours In Debate	Average of Graduate Hours In Debate
				Undergraduate Hours in Debate	Graduate Hours In Debate			
AAAAA	16	65.33	4.08	53.33	3.33	12	.75	
AAAA	31	103.78	3.35	78.78	2.54	25	.81	
AAA	47	164.50	3.50	129.50	2.76	35	.74	
AA	62	153.00	2.47	135.00	2.18	18	.29	
A	33	39.00	1.18	36.00	1.09	3	.09	
Total	189	525.61	2.78	432.61	2.29	93	.49	

TABLE VII
Total Hours and Averages for Coaches With Debate Credit

School Classi- fication	Total Coaches		Total Credit		Average Credit		No. of Coaches With Debate Credit		Average No. of Under- graduate Hours In Debate		No. of Coaches With Debate Credit		Average No. of Graduate Hours In Debate	
	No. of Coaches With Debate Credit	Total Coaches	Hours In Debate	Hours In Debate	Hours In Debate	Hours In Debate	Under- graduate Debate	Under- graduate Debate	Under- graduate Debate	Under- graduate Debate	Graduate Debate	Graduate Debate	Graduate Debate	Graduate Debate
AAAA	16	14	65.33	4.67	4.67	14	53.33	3.81	4	12	3.00			
AAAA	31	25	103.78	4.15	4.15	24	78.78	3.28	4	25	6.25			
AAA	47	37	164.50	4.45	4.45	37	129.50	3.50	8	35	4.38			
AA	62	37	153.00	4.14	4.14	36	135.00	3.75	4	18	4.50			
A	33	12	39.00	3.25	3.25	12	36.00	3.00	1	3	3.00			
Total	189	125	525.61	4.20	4.20	123	432.61	3.52	21	93	4.43			

TABLE VIII
Credit Hours in Debate for Coaches of Registered Schools

School Classi- fication	Total Number of Debate Coaches	Total Credit Hours In Debate	Average Credit Hours	Number of		Average of		Number of Graduate Hours In Debate	Average of Graduate Hours In Debate
				Undergraduate Hours in Debate	Undergraduate Hours in Debate	Undergraduate Hours in Debate	Undergraduate Hours in Debate		
AAAAA	16	65.33	4.08	53.33	3.33	12	.75		
AAAA	30	103.78	3.46	78.78	2.63	25	.83		
AAA	43	161.50	3.76	126.50	2.94	35	.81		
AA	46	140.00	3.04	122.00	2.65	18	.39		
A	14	30.00	2.14	27.00	1.93	3	.21		
Total	149	500.61	3.36	407.61	2.74	93	.62		

TABLE IX
Total Hours and Averages for Coaches of Registered Schools With Debate Credit

School Classi- fication	Total No. of Debate Coaches of Reg. Schools	No. of Reg. Coaches With Debate Credit	Total Credit Hours In Debate	Average Credit Hours In Debate		No. of Reg. Coaches With Debate Credit	No. of Under- graduate Hours In Debate	Average Under- graduate Hours In Debate		No. of Reg. Coaches With Debate Credit	No. of Graduate Hours In Debate	Average Graduate Hours In Debate	
				Hours In Debate	Debate			Hours In Debate	Debate			Hours In Debate	Debate
AAAA	16	14	65.33	4.67	4.67	14	53.33	3.81	3.81	4	12	3.00	3.00
AAAA	30	25	103.78	4.15	4.15	24	78.78	3.28	3.28	4	25	6.25	6.25
AAA	43	36	161.50	4.49	4.49	36	126.50	3.51	3.51	8	35	4.38	4.38
AA	46	32	140.00	4.38	4.38	31	122.00	3.94	3.94	4	18	4.50	4.50
A	14	8	30.00	3.75	3.75	8	27.00	3.38	3.38	1	3	3.00	3.00
Total	149	115	500.61	4.35	4.35	113	407.61	3.61	3.61	21	93	4.43	4.43

In examining the 4A debate coaches, the data for the overall group in Table VI is presented first. The 31 coaches had a total of 103.78 credit hours in debate on both the undergraduate and graduate level of work for an average of 3.35 credit hours. On the undergraduate level there was a total of 78.78 hours for an average of 2.54 undergraduate credit hours. There were 25 graduate credit hours in debate for an average of .81 credit hours. These data can be compared to the data in Table VII which shows the totals for only those coaches who have taken specific work in debate. These twenty-five 4A coaches had an average of 4.15 credit hours for the total undergraduate and graduate levels of work. Twenty-four of these 25 coaches had taken undergraduate debate work for an average of 3.28 credit hours. Four of the 25 coaches had taken graduate work in debate for an average of 6.25 credit hours. This was the highest of all five classifications. Several totals were the same for the 4A group in both tables.

When dividing the number of hours by the 47 coaches in the 3A category in Table VI, it can be seen that they had a total of 164.50 credit hours in debate for an average of 3.5 credit hours. This group had a total of 129.50 undergraduate credit hours in debate for an average of 2.76. They had a total of 35 graduate credit hours in debate for an average of .74. These data are compared with the 37 debate coaches in Table VI who had had specific classwork in debate. They accumulated the same total as above but with an average of 4.45 credit hours. On the undergraduate level, this group of 37 coaches had an average of 3.5 credit hours. Eight of the 3A coaches had taken graduate level work in debate for an average of 4.38 credit hours. Again, many totals were the same in both tables; however, the averages varied.

In Table VI, the 62 total 2A debate coaches had a total of 153 credit

hours in debate for an average of 2.47. They had a total of 135 undergraduate credit hours in debate for an average of 2.18. There were eighteen graduate credit hours in debate for an average of .29. Thirty-seven of these sixty-two 2A debate coaches had specific work in debate as can be seen in Table VII. They had a total of 153 credit hours in debate for an average of 4.14. On the undergraduate level, 36 coaches had accumulated 135 credit hours for an average of 3.75. Four coaches had a total of eighteen graduate hours in debate for an average of 4.5.

In Table VI the total 33 Class A debate coaches had 39 credit hours in debate for an average of 1.18. They had 36 undergraduate hours in debate for a 1.09 credit hour average. There were three graduate credit hours for an average of .09. The averages for this group increased when only those coaches who had had specific classwork in debate were used as can be seen in Table VII. Twelve of the 33 coaches had specific classwork in debate. With this group, there was a 3.25 overall debate credit hour average. On the undergraduate level, twelve coaches had accumulated 36 credit hours for an average of three credit hours. One coach had earned three graduate credit hours in debate for the only hours on the graduate level.

Returning to Table VI for the totals of the entire group, 189 debate coaches had a total of 525.61 credit hours in debate for an average of 2.78 credit hours. There were 432.61 undergraduate credit hours in debate for an average of 2.29. They accumulated 93 graduate credit hours in debate for an average of .49 credit hours. Table VII shows the averages that applied to only those coaches who actually took work in debate. One hundred twenty-five coaches of the 189 total accumulated 525.61 credit hours in debate for an average of 4.2. One hundred twenty-three coaches had a total of 432.61

undergraduate credit hours for an average of 3.52 credit hours. Twenty-one coaches accumulated 93 graduate credit hours in debate for an average of 4.43.

For a more complete picture of the educational background of debate, this writer has presented two tables which show the credit hours in debate taken by the debate coaches of registered schools. This was done to see whether this group would be better prepared than the overall group. These two tables, VIII and IX, are on pages 33 and 34. Table VIII shows the totals and averages for the entire group of coaches of registered schools, and Table IX shows the averages and totals for those coaches of registered schools who have actually taken work in debate.

The data for the 5A coaches is the same in Tables VIII and IX as it was in Tables VI and VII. This group had the highest totals and averages of the five classifications except for the graduate work in debate. The data will not be reviewed at this point.

In the 4A classification in Table VIII, the 30 coaches had a total of 103.78 credit hours in debate work for an average of 3.46 credit hours. They had 78.78 undergraduate hours in debate for an average of 2.63. There were 25 graduate credit hours in debate for an average of .83. In Table IX, twenty-five of the thirty 4A coaches had actual work in debate. They had an average of 4.15 credit hours in debate. Twenty-four coaches had taken 78.78 undergraduate credit hours in debate for an average of 3.28. Four coaches had taken 25 graduate credit hours in debate for an average of 6.25 credit hours.

There were 43 coaches of registered schools in the 3A classification who had accumulated a total of 161.5 credit hours in debate for an average of

3.76. They had 126.5 undergraduate credit hours for an average of 2.94. On the graduate level, they had 35 credit hours for an average of .81. In Table IX, 36 of the 43 coaches had had actual classwork in debate. They had a total of 161.5 credit hours in debate for an average of 4.49. They had 126.5 undergraduate credit hours for an average of 3.51 undergraduate hours in debate. Eight coaches had graduate work in debate with a total of 35 credit hours and an average of 4.38.

In Table VIII, the 46 Class 2A coaches had a total of 140 credit hours in debate for an average of 3.04 credit hours. This group had a total of 122 undergraduate credit hours in debate for an average of 2.65. Also, they had a total of 18 graduate credit hours in debate for an average of .39. Table IX shows the number of 2A coaches who had taken classwork in debate. Thirty-two of the 46 Class 2A coaches had accumulated 140 credit hours in debate for an average of 4.38. Thirty-one coaches had accumulated 122 undergraduate credit hours in debate for an average of 3.94. Four Class 2A coaches had actually taken graduate work in debate for a total of eighteen graduate credit hours and an average of 4.5.

The fourteen Class A debate coaches in Table VIII had a total of 30 credit hours in debate for an average of 2.14. There were 27 undergraduate credit hours in debate for an average of 1.93. There were only three graduate credit hours for this group. In Table IX, eight of fourteen debate coaches of registered schools had accumulated the total 30 credit hours in debate for an average of 3.75. These eight coaches had a total of 27 undergraduate credit hours for an average of 3.38. Only one coach had three graduate credit hours.

The totals for the coaches of registered coaches in Table VIII show that

149 coaches had a total of 500.61 credit hours in debate for an average of 3.36. There was a total of 407.61 undergraduate credit hours in debate for an average of 2.74 undergraduate credit hours. This group had a total of 93 graduate credit hours for an average of .62 graduate credit hours. In Table IX, 115 of the 149 debate coaches had taken actual classwork in debate with a total of 500.61 credit hours in debate for an average of 4.35. One hundred thirteen of these coaches had had 407.61 total undergraduate credit hours in debate for an average of 3.61. Twenty-one of the 115 coaches of registered schools had had actual classwork in debate on the graduate level. They had a total of 93 graduate credit hours in debate for an average of 4.43.

The previous tables have been concerned with the degrees held and the credit hours taken by the debate coaches of Kansas secondary schools. The next section of this study examines the years of teaching experience which the debate coaches have. The hypothesis being tested at this point is "The average years of teaching experience of debate coaches is greater in the larger secondary schools." Table X on page 40 contains the data of the teaching experience of all debate coaches listed in the membership directory. Table XI on page 41 contains the data of the teaching experience of the debate coaches of registered schools.

The data concerning the sixteen 5A debate coaches are the same in both tables. These coaches had a total of 135 years of teaching experience for an average of 8.44 years. Although it was not included in the table, this study found that only one of the 5A debate coaches did not have any teaching experience previous to the 1968-69 academic year.

The 4A debate coaches in Table X had a total of 201.83 years of teaching

TABLE X

Years of Teaching Experience of Total Number of Debate Coaches

<u>School Classification</u>	<u>Total Number of Debate Coaches</u>	<u>Total Number of Years of Teaching Experience</u>	<u>Average Number of Years of Teaching Experience</u>
AAAAA	16	135.00	8.44
AAAA	31	201.83*	6.51
AAA	47	284.50	6.05
AA	62	330.11**	5.32
A	33	249.00*	7.55
Total	189	1200.44	6.35

* Total without one school

** Total without two schools

TABLE XI

Years of Teaching Experience of Registered Debate Coaches

<u>School Classification</u>	<u>Total Number of Debate Coaches</u>	<u>Total Number of Years of Teaching Experience</u>	<u>Average Number of Years of Teaching Experience</u>
AAAAA	16	135.00	8.44
AAAA	30	199.83	6.66
AAA	43	257.50	5.99
AA	46	214.11	4.65
A	14	105.50	7.54
Total	149	911.94	6.12

experience for an average of 6.51 years. There was one coach in this group whose teaching experience could not be determined. In Table XI, the 30 coaches of registered schools had a total of 199.83 years of teaching experience for an average of 6.66 years. Again, the debate coach whose experience was not found was in this group, six of the entire group of 4A coaches were beginning teachers.

In Table X, the forty-seven 3A coaches had a total of 284.5 years of teaching experience for an average of 6.05 years. The 43 coaches of registered schools in Table XI had a total of 257.5 years of teaching experience for an average of 5.99 years. There were eight coaches in the entire group of 3A coaches who were beginning teachers.

There were two of the 62 debate coaches in Class 2A whose teaching experience was not discovered. This group had a total of 330.11 years of teaching experience for an average of 5.32 years. The 46 coaches of registered schools in Table XI had a total of 214.11 years of teaching experience for an average of 4.65 years. There were eight beginning teachers in the group of coaches of registered schools and nine beginning teachers in the entire group of 2A coaches.

The 33 Class A debate coaches in Table X had a total of 249 years of teaching experience for an average of 7.55 years. There was one debate coach in this group whose teaching experience was not available. There were fourteen coaches of registered schools who had a total of 105.5 years of teaching experience for an average of 7.54 years. There were five beginning teachers in the group of coaches of registered schools and seven beginning teachers in the entire group of Class A debate coaches.

The totals show in Table X that 189 coaches had a total of 1,200.44 years

of teaching experience for an average of 6.35 years with the experience of four coaches not accounted for. Thirty-one of the 189 coaches in this group were beginning teachers. In Table XI, the 149 coaches of registered schools had a total of 911.94 years of teaching experience for an average of 6.12 years with the experience of three coaches unaccounted for. Twenty-eight of these 149 coaches were beginning teachers for the 1968-69 academic year.

This study also examined where the debate coaches of Kansas received their education. Table XII shows the number of degrees granted from the Kansas colleges and universities. The hypothesis being tested is "Most debate coaches in Kansas secondary schools were graduated from Kansas colleges and universities."

One hundred twenty-seven of the 189 coaches in the study received Bachelor's degrees from Kansas colleges and universities, while 62 received their Bachelor's degrees from out of state. Kansas State Teachers College in Emporia granted 29 Bachelor's degrees to Kansas debate coaches. The University of Kansas and Kansas State College at Pittsburg granted sixteen Bachelor's degrees each. Kansas State University granted ten Bachelor's degrees, and Wichita State University granted eight. These were the five Kansas colleges and universities granting the greatest number of Bachelor's degrees. Thirty-three of the Kansas debate coaches received their Bachelor's degrees from Oklahoma colleges and universities. Ten received their degrees in Missouri, and six in Nebraska.

Forty-two of the 189 debate coaches received Master's degrees. Twenty-eight of these Master's degrees were received from Kansas colleges and universities. Kansas State Teachers College at Emporia granted thirteen Master's degrees to debate coaches. The University of Kansas granted five,

TABLE XII

Schools from which Kansas Debate Coaches Received Degrees

	<u>Bachelor's Degree</u>	<u>Master's Degree</u>
State Schools		
Fort Hays Kansas State College	7	2
Kansas State Teachers College Emporia	29	13
Kansas State College Pittsburg	16	3
Kansas State University	10	3
Kansas University	16	5
Wichita State University	8	2
Municipal and Church Schools	41	0
Out of State Schools	62	14
	<hr/>	<hr/>
Total	189	42

and Kansas State University and Kansas State College at Pittsburg granted three Master's degrees each. Fort Hays Kansas State College and Wichita State University granted two degrees each. Fourteen Master's degrees were granted from out of state colleges and universities with California, Missouri, and Oklahoma each granting two.

This concludes the presentation of data found in this study. Chapter VI will present the interpretation of this data.

CHAPTER VI

INTERPRETATION OF DATA

The first hypothesis and Table I were concerned with the idea that there was a demand for the activity of debate and qualified debate coaches. The percentages in Table I show that the larger schools do have a higher demand for debate programs and qualified coaches. The conclusions will be based on the percentages rather than total numbers since there are more Class A schools than Class 5A schools.

There may be several reasons for this. First of all, in the larger schools there are more students to whom debate is appealing as an activity. Also, there may be more parents who have had debate experience in their own education and wish their children to participate in debate. With a greater interest and greater potential for school financial support, the larger Kansas secondary schools may allot more money for debate programs than the smaller schools; however, it has been this writer's experience that the 4A school at which he coached had more money for a debate budget than did some 5A schools. One important factor must not be overlooked. This is the fact that generally the larger secondary schools have the more experience and better prepared debate coaches. Larger schools may have the salaries and teaching assignments which would attract the better prepared debate coaches. Such coaches may be very active in instigating and maintaining an active debate program. Well over half the Class 5A, Class 4A, and Class 3A schools have active debate programs. The first hypothesis, "The percentage of secondary schools which have debate programs is greater in the larger secondary schools in Kansas," appears to be true.

Before examining the credit hours in the educational background of Kansas debate coaches, attention should be given to the degrees held by the coaches. Tables II and III on pages 22 and 23 contained the data for this part of the study.

It is obvious from the two tables that less than one-fourth of the debate coaches hold the Master's degree. Tables X and XI show that the average number of years of teaching experience is over six years. The Speech Association of America has recommended that by 1972 a teacher of speech should have his Master's degree completed within his first five years of teaching. The actual situation presently is inconsistent with the recommendation of the S.A.A. One-fourth of the debate coaches have their Master's degree with an average of six years of teaching experience.

Over one-half of the 5A debate coaches have completed their Master's degrees. The percentages of those holding the Master's degree increases with the school size. This holds true with the coaches of registered schools. The percentages for this group drops with the Class 2A and Class A schools. The percentage of coaches of registered schools in Class 4A and Class 3A is slightly higher than those in Table II.

There could be several reasons for this. There could be more pressure and more reward for the teachers of larger schools to take advance work. Many schools of all sizes now have salary index systems which reward teachers who have hours beyond a Bachelor's or Master's degree. Another factor could be the geographical location of larger schools. Most of the 5A and 4A schools either are in cities with colleges or universities or are within easy commuting distance of them which may cut the expenses for attending summer school, thus making it much easier for the coaches in these schools to take additional

classwork. Whatever may be the reason, the tables do show that the percentage of debate coaches who hold the Master's degree is greater in the larger secondary schools than in the smaller secondary schools in Kansas.

In Chapter I, reference was made to the recommendations of the Kansas Speech Association for teacher certification. They recommended that a teacher of speech should have 24 semester hours distributed in the various areas of speech. Since competency depends to a great extent on actual classwork in the subject matter, this study investigated the credit hours in speech taken by the debate coaches of Kansas. Tables IV, V, VI, and VII on pages 25, 26, 31, and 32 contain the data for this section of the study. The third hypothesis being tested was "The average number of credit hours in speech in both the undergraduate and graduate work of the debate coaches is less than twenty-four credit hours."

Both Table IV and Table V show that this hypothesis is not correct. In Table IV, the average number of credit hours in speech for all debate coaches was 27.67 credit hours. The coaches of registered schools in Table V had an average of 30.67 credit hours. In Table IV, the coaches of Class A schools were the only coaches with an average below the recommended 24 semester hours in speech. The coaches of registered schools seemed to have slightly higher averages for credit hours in speech than the averages for the entire group of debate coaches. Generally the coaches of larger schools seemed to average more credit hours in speech than did the coaches of smaller schools. One possible reason could be that larger schools hire teachers who are qualified in special fields. Smaller schools tend to assign a teacher to more than one area. For example, a speech teacher may also teach English. In order for a small school to offer debate, they may have to select someone who has had

some preparation but not as much as a teacher with a specialized assignment. There was an exception concerning the averages for Class 4A and Class 3A schools. The Class 3A averages for credit hours in speech were higher than the Class 4A debate coaches' averages except in graduate work in speech.

On the undergraduate level, there was some indication that the coaches of larger schools had more undergraduate preparation than did the coaches of smaller schools. The one exception on this level was mentioned above. The Class 5A and Class 3A coaches in both tables had averages over 24 semester hours on the undergraduate level.

Less than one-half of the total number of coaches had taken graduate work in speech. This was also true for the coaches of registered schools. The coaches of the Class A schools had a higher average of graduate credit hours than did the Class 2A coaches for the only exception to the trend for larger schools to have coaches with a higher percentage of graduate credit hours than smaller schools. By comparing the data in Tables II and III to the data in Tables IV and V, it can be seen that at least one-half of those coaches taking graduate credit in speech did complete their Master's degrees.

This study next examined the credit hours in debate held by the Kansas debate coaches. The reason for doing this was based on the S.A.A.'s recommendation that a teacher of speech should be prepared to teach debate especially if he is assigned to teach a debate class or coach debate as an extra-curricular activity. The Kansas Speech Association recommended that a teacher of speech should have at least one class in discussion and debate. The fourth hypothesis being tested was "The average number of credit hours in debate is less than six hours." Six hours were chosen because this is presently the number of hours required to teach a subject. There is no required number

of hours if the subject is not a part of the regular class day but an outside activity. The State Department of Public Instruction does not require six hours of debate classwork in order to teach debate. The six hours can be in the general field of speech.

In referring to Table VI, it can be seen that the average number of credit hours in debate is 2.78 which nearly averages to one 3 hour course in debate for each coach. This is considerably less than the six hours in the hypothesis. The average of those coaches who have had debate classwork in Table VII is 4.2 credit hours which is higher than average for the entire group. In Tables VIII and IX for the coaches of registered schools, one can see that their averages are above the overall averages in Tables VI and VII. The coaches of registered schools which conduct active debate programs seem to have had more preparation in debate than the overall group of coaches. This may indicate why their schools' programs are active.

A majority of the debate coaches have had hours in debate during their undergraduate preparation. Only a small group have had work in debate on the graduate level. The percentage of coaches with backgrounds in debate seems to increase with the larger secondary schools. When looking at the averages of those coaches with debate experience (Tables VII and IX), one can see that the averages for total hours of debate credit and hours for undergraduate debate credit are fairly close in all five school classifications. The coaches of Classes 4A, 3A, and 2A with debate credit have higher averages of hours of graduate work in debate than those of the Classes 5A and A schools. Those coaches who had graduate credit in debate were with registered schools. The fourth hypothesis was supported because the tables show that the averages were well under the six hours. The study did find that most coaches had had

credit hours in debate. It did include credit hours in logic in this area. Most of these hours in debate were on the undergraduate level. This could be because the coaches with credit hours in debate had more opportunity to participate in collegiate debate as undergraduates. The study also found that coaches of registered schools tended to have higher averages for credit hours in debate than the overall group of coaches.

A study of the teaching experience of Kansas debate coaches was also included here. The fifth hypothesis being tested was "The average years of teaching experience of debate coaches is greater in the larger secondary schools." Generally, this hypothesis was found to be correct. There was an exception however. As Tables X and XI show, the averages for years of teaching experience increase from the Class 2A schools to the Class 5A schools. The Class A coaches had a higher average than did the Classes 2A, 3A, and 4A. The average for the coaches of registered schools was not higher than the overall average. The hypothesis was found to be correct, but the trend for coaches of registered schools to have higher averages than the overall group averages was not shown in this section of the study.

The final hypothesis was "Most debate coaches were graduated from Kansas colleges and universities." Table XII shows that this hypothesis is correct. The implication here is that the departments of speech can certainly contribute much to the fulfillment of the teacher certification recommendations. The six major colleges and universities can have major influence in what is accomplished in this area since they granted 86 of the 127 Bachelor's degrees in Kansas and all 28 of the Master's degrees which were granted in Kansas.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study has been to investigate the educational background of the coaches of debate in Kansas secondary schools. It was an attempt to compare the status of their educational preparation with the recommendations of the Speech Association of America and the expected changes in the certification of teachers of speech which should go into effect in 1972. The study examined the records of 189 debate coaches who were listed in the KSHSAA Membership Directory. The study found that five of the six hypotheses were substantiated.

The study did show that a higher percentage of larger secondary schools have debate programs than do the smaller schools. Although less than one-half of the schools had active debate programs, the percentages of schools with active debate programs rapidly increased with the larger schools. Active debate programs increased with the demand and the ability of a school to offer a variety of activities for its students.

It was concluded that the percentage of debate coaches who hold the Master's degree is greater in the larger secondary schools than in the smaller secondary schools in Kansas. Compared to the recommended standards of the Speech Association of America and the Kansas Speech Association, the total number of coaches holding the Master's degree seems small. Less than one-fourth held the Master's degree. Almost one-half of the coaches have taken graduate work in speech, however.

The debate coaches in Kansas averaged more than 24 credit hours in speech, thus disproving the third hypothesis of this study. When this

conclusion is compared to the recommendations of the professional associations, it shows that the debate coaches of Kansas are well prepared as far as total credit hours in speech are concerned. When the total credit hours in speech were divided according to graduate hours and undergraduate hours, it was encouraging to see that the averages for two of the five classifications were over 24 credit hours on the undergraduate level. Almost one-half of the total have had graduate work in speech. Graduate work in speech seems to be an area to which the professional associations may have to direct their attention.

This study also found that the average number of credit hours in debate taken by Kansas debate coaches is less than six hours. The average was the equivalent of one 3 or 4 hour course in debate. The coaches with active programs had higher averages for credit hours in debate. Most of the credit hours in debate were taken on the undergraduate level. Very little graduate work in debate was done. The coaches who had taken graduate work in debate were coaches at registered schools with active debate programs.

The fifth hypothesis was generally found to be correct. There was one exception as was mentioned before. The importance of the data in this area is that it shows the average number of years of teaching experience of Kansas debate coaches. This average was slightly over six years. The reader will recall that the Speech Association of America recommended that a teacher of speech should complete his Master's degree within his first five years of teaching experience. The average of six years of teaching experience and the small number of coaches with Master's degrees shows this recommendation has not been achieved.

This study found that most of the Bachelor's degrees and Master's degrees

held by Kansas debate coaches were granted by Kansas colleges and universities. The six Kansas colleges and universities listed in Table XII, page 44, granted most of these degrees. This shows the influence which Kansas colleges and universities have on the ability of the profession to meet its own recommended standards.

Throughout most of the study, it was shown that the coaches of registered schools which are considered to have active debate programs had higher averages than the overall group of coaches. The exception was in the years of teaching experience. This may show why the registered schools have active programs, or why the registered schools have better prepared debate coaches.

The results of this study present several implications. Although the average of total credit hours in speech was above the recommendations, careful examination should be made of the distribution of these hours. Most of the hours could be concentrated in only one or two areas of speech work, which, in turn, could affect the competency of many teachers.

The universities and the professional associations must investigate ways of encouraging graduate work. Why do less than one-fourth of the debate coaches have their Master's degrees? Why do only one-half of the coaches have graduate work in speech? Encouraging graduate work and raising the number with Master's degrees may be an area which will require strenuous persuasion on the part of the professional organizations in speech. Of course, these data concerning debate coaches should be compared with the other members of the speech profession.

Since there are many schools with active debate programs, there should be some concern for the background in debate of the coaches. An average of one course for each coach may not be sufficient. Perhaps better training of

coaches in debate theory and in practical matters such as how to teach a debate course and how to manage an active debate program is necessary. The many abuses of debating could be alleviated with better trained coaches.

The results of this study show that attention should be directed to the coaches of the smaller secondary schools. The Class A debate coaches had the lower averages in the study except for the average number of years of teaching experience. A more careful investigation could be conducted to determine why this is so.

The last implication of this study already has been mentioned. The Kansas colleges and universities will be a major factor in helping the speech profession to reach the standards which have been set. The policies of the departments of speech will determine to a great extent the competency of debate coaches of Kansas through the course offerings and training during the coaches' academic preparation.

The concern for competency of teachers of speech has been demonstrated by the Speech Association of America. The concern for proficiency must come from within the profession, and this seems to be the case. This study has directed its attention to only one segment of the speech profession, but it was done because this segment has much influence in training the speech habits of the secondary school students in Kansas. The academic preparation of teachers seems to be an important gauge for competency on the secondary school level. The profession must examine its own status from time to time in order to insure that the educational values of speech training are being instilled by qualified instructors. This study has attempted a part of this self-examination.

LIST OF WORKS CONSULTED

1. Barmann, Ernest G. Theory and Research in the Communicative Arts. New York, 1965.
2. Cropp, David. "Activities of the State Speech Associations," The Speech Teacher, XVIII, 2, (March, 1969), 169.
3. Dow, Clyde W., Editor. An Introduction to Graduate Study In Speech and Theatre. East Lansing, Michigan, 1961.
4. Erickson, Marceline. "Undergraduate Course Preparation in Colleges and Universities of the Central States for Prospective Teachers of Speech in Secondary Schools," The Speech Teacher, XII, 4, (November, 1963), 308-316.
5. Kansas State High School Activities Association Membership Directory, 1968-1969.
6. Newsletter of the Speech Association of America Interest Group, Speech in the Secondary Schools, No. 1, (Spring, 1969), 1-2.
7. S.A.A. Sub-Committee on Curricula and Certification. "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher, XII, 4, (November, 1963), 336-337.
8. Timmons, Jan, and Giffin, Kim. "Requirements for Teachers of Speech in the Secondary Schools of the United States," The Speech Teacher, XIII, 2, (March, 1964), 96-98.
9. Yaws, Dorothy, and Pross, E. L. "A Survey of Speech Certification Requirements," Southern Speech Journal, XVIII, 2, (December, 1952), 102-109.

APPENDIX

School _____

Teaching in size of school _____

Holder of B.A. _____ School _____

Holder of M.A. _____ School _____

No. of undergraduate hours in speech _____

Areas: Debate _____

Drama _____

General Speech _____

Speech Science _____

Speech Major _____

Minor Subject _____

No. of Graduate hours in speech _____

Areas: Debate _____

Drama _____

General Speech _____

Speech Science _____

Graduate major in speech _____

Graduate minor subject _____

Years of experience _____

COMMENTS

A SURVEY OF THE EDUCATIONAL BACKGROUND OF
COACHES OF DEBATE IN KANSAS SECONDARY SCHOOLS

by

ROGER DEAN BRANNAN

B. A., Kansas State University, 1961

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

1969

The Speech Association of America and the Kansas Speech Association have shown concern for the quality of instruction in speech, especially on the secondary school level. One means of raising the quality of instruction has been to increase teacher certification requirements for teachers of speech. Recommendations for raising requirements have been made and, changes will soon go into effect to accommodate them.

This study investigated the educational backgrounds of one segment of the speech profession, the debate coaches in Kansas secondary schools. This was done so that some estimation could be made of the academic preparation of this segment to compare the actual level of the preparation with the recommended standards.

The files of the debate coaches in Kansas which were available at the Kansas Department of Public Instruction were examined for credit hours taken in speech and specifically in debate. The years of teaching experience were also recorded. One hundred eighty-nine debate coaches were included in this study.

The study found that although less than one-half of the total number of schools had debate programs, a higher percentage of the larger secondary schools had debate programs and debate coaches. This demonstrated a demand for debate in the schools' curricula, especially in the larger schools.

It was also concluded that the percentage of coaches holding the Master's degree is greater in the larger secondary schools than in the smaller secondary schools in Kansas. Less than one-fourth of the coaches held the Master's degree.

The study analyzed the credit hours in speech and in debate which the coaches had taken during their academic preparation. The coaches averaged

more than 24 credit hours in speech for both undergraduate and graduate work in speech. This was above the recommendations of the professional organizations. The coaches averaged less than six credit hours in debate on the undergraduate and graduate levels.

The Kansas debate coaches averaged approximately six years of teaching experience. When compared with the number of coaches who held the Master's degree, this showed that the coaches had not completed their Master's degrees within their first five years of teaching.

The final area of research revealed that most of the Kansas debate coaches were graduated from Kansas colleges and universities. Six of these colleges and universities granted most of the Bachelor's and Master's degrees held by the coaches. This demonstrates the influence which Kansas colleges and universities can have in implementing programs to raise the teaching qualifications of Kansas debate coaches.