

A DESCRIPTIVE STUDY OF THE OKLAHOMA SECONDARY
SCHOOL SPEECH ACTIVITIES DIRECTORS

By

MAX O. DAVIS

Bachelor of Arts
Central State College
Edmond, Oklahoma
1953

Master of Education
University of Oklahoma
Norman, Oklahoma
1955

Master of Public Health
University of California
Berkeley, California
1962

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
August, 1969

NOV 5 1969

A DESCRIPTIVE STUDY OF THE OKLAHOMA SECONDARY
SCHOOL SPEECH ACTIVITIES DIRECTORS

Thesis Approved:

Kenneth H. Clair

Thesis Adviser

Leon J. Munson

Fred Jewell

Robert Lacey

D. D. Surhan

Dean of the Graduate College

729904

ACKNOWLEDGMENTS

It is with deep sincerity that the following expressions of gratitude are presented at this time: the writer extends a special thanks to Dr. Kenneth St. Clair, Chairman of the Advisory Committee, who plowed through the amassment of copy and left in his wake a more knowledgeable student with a more clearly defined approach to the problem under study. To Drs. Robert Lacy, Robert T. Alciatore, Fred Tewell, and Leon Munson is extended an appreciation for assistance as members of the committee.

There shall forever be a feeling of indebtedness for the work done by Beverly Neill and Jeannie Pritchett who tenaciously and laboriously deciphered the writer's hieroglyphics and formed them into neatly typed pages.

To my sons, Mark and Max, apologies are due for the months of neglect. This recognition is given with a promise that the future holds justifiable restitutions.

TABLE OF CONTENTS

Chapter	Page
I. BACKGROUND OF THE STUDY.	1
Introduction.	1
Statement of the Problem.	9
Limitations of the Study.	9
II. SCOPE AND STRUCTURE OF THE STUDY	11
Specific Areas of Investigation	11
Design of the Study	12
Assumptions of the Study.	16
Significance of the Study	18
III. REVIEW OF THE LITERATURE	20
Introduction.	20
The Role of the Secondary Speech Teacher.	20
Present Academic Qualifications of Speech Teachers in the Secondary Schools	29
Recommendations Concerning the Academic Preparation of Secondary Speech Teachers.	33
IV. PRESENTATION OF DATA	40
Introduction.	40
Examination of Data	41
V. SUMMARY AND CONCLUSIONS.	101
Recapitulation of Purpose	101
Summary	102
Conclusions	106
Recommendations	109
Peroration.	111
A SELECTED BIBLIOGRAPHY	112
APPENDICES.	114

LIST OF TABLES

Table	Page
I. Number of Extra-Curricular Speech Activities	28
II. Types of Certification Required to Teach Speech.	30
III. Number of Credit Hour and Types of Course Requirements for B.A. in Speech Education in Oklahoma Colleges, 1969	43
IV. Institutional Source of Oklahoma Secondary Speech Teachers in 1969, Classified According to Classi- fication of School in Which They Taught and Success of Students in Speech Competition.	45
V. A Comparison of the Number of Credit Hours of Speech Required for the B.A. in Speech Education in Okla- homa Colleges with the Success of Graduates in Placing Students in State Finals in 1969	47
VI. Type and Institutional Source of Speech Certificates Earned by O.S.S.A.A. Members in 1969	49
VII. Type of Certificate Held by Oklahoma Secondary Speech Teachers in 1969, According to Classification of Their School, and Whether or not Their Students Were Entered in O.S.S.A.A. State Finals.	52
VIII. Age Distribution of Oklahoma Male and Female Secondary Speech Teachers According to Classification of School in Which They Taught	55
IX. Age Distribution of Oklahoma Secondary Speech Teachers in 1969, According to Classification of School and Type of Certificate.	67
X. Number of Years of Teaching Experience of Oklahoma Secondary Speech Activities Directors According to Classification of School and Whether or not Their Students Entered O.S.S.A.A. State Finals in 1969.	70

Table	Page
XI. Number of Years Taught at Present School of Oklahoma Speech Activities Directors According to Classification of School and Whether Their Students Entered O.S.S.A.A. State Finals in 1969	79
XII. Number of Years of Speech Teaching Experience of Oklahoma Speech Activity Directors According to Classification of School and Students Qualifying for O.S.S.A.A. State Finals in 1969	83
XIII. Type of Speech Teaching Credentials Held by 142 Oklahoma Secondary Speech Activities Directors in 1969 According to Community Socioeconomic Level and O.S.S.A.A. School Classification	87
XIV. Community Socioeconomic Level Source of Students Who Qualified for the O.S.S.A.A. State Finals in Speech in 1969 According to Classification of School.	89
XV. Number of Oklahoma Secondary School Speech Teachers Who Had Students to Qualify for O.S.S.A.A. State Finals According to Sex and Schools' Socioeconomic Level.	92

LIST OF FIGURES

Figure	Page
1. Age Distribution of Male and Female Secondary Speech Teachers in Class A Schools That Belonged to the O.S.S.A.A. During the 1968-1969 School Year.	57
2. Age Distribution of Male and Female Secondary Teachers of Speech in Class B Schools Who Belonged to the O.S.S.A.A. During the 1968-1969 School Year.	58
3. Percentage of Age Group of Secondary School Speech Teachers Whose Students Qualified for the 1969 O.S.S.A.A. State Finals.	60
4. Percent Distribution According to Age Group of Class A and B Speech Teachers That Had Students to Enter the O.S.S.A.A. State Finals in Speech During 1969.	62
5. Percent Distribution According to Age Group of Male and Female Speech Teachers That Had Students to Enter the O.S.S.A.A. State Finals in Speech During 1969	64
6. Percentage of Oklahoma Male and Female Secondary Speech Teachers According to Years of Teaching Experience	73
7. Number of Years of Teaching Experience of Oklahoma Speech Activities Directors in 1969 According to Whether or not Their Students Qualified for State Finals	75
8. Percentages of Oklahoma Class A and Class B Secondary Speech Teachers According to Years of Teaching Experienced Group.	76

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

Teacher education programs in Oklahoma appear to have been based on the assumption that the academic preparation of an individual teacher leads to the subsequent competence of the person to direct the learning activities of students. The relationship between these two elements is firmly cemented in the teacher certification requirements of the State Board of Education. Although some consideration is given to such areas as personality, character, and other difficult-to-define human qualities, a certificate to teach in a given subject matter area in the accredited public secondary schools of Oklahoma is based primarily upon a specified amount of academic preparation in an accredited institution of higher education.

The late Oliver Hodge, former State Superintendent of Public Instruction, stated in the Foreword of the Teacher Education, Certification, and Assignment Handbook:

The Degree of competence of a teacher depends to a large extent upon the quality of the training which that teacher has received. It is recognized that our institutions of higher education have been diligent in their effort to improve teacher education in Oklahoma. The zeal and energy have been rewarding to the schools of our state. I am grateful for this dedication to the noble purpose and solicit a continuation of the co-operative

relationships which have proven so fruitful.¹

The quality of training to which Dr. Hodge refers is determined primarily by the number of college hours a teacher has acquired in higher education. The Handbook, which derives its legality from Article VI, Section 88, paragraph B of the School Laws of Oklahoma, dictates the ". . . Approved Programs of Teacher Education." These programs set forth the minimum semester credit hours needed for certification to be employed as a part of the instructional staff of any school under the authority of the State Board of Education.

A qualified teacher, then, is one who is certified to teach in a specified academic area. Since the basic purpose of teaching is to direct the learning activities of the students, one may assume that the more highly certified teacher should be more successful in directing the student's learning activities than the teacher who has earned a certificate denoting a lesser degree of academic preparation. Whether the relationship between teacher qualifications, as reflected in the type of certificate earned, and the academic success of their students is Post hoc, ergo propter hoc (after this, therefore because of this) or not was one focal point of this investigation.

The academic success of a student, regardless of the nature of the subject matter, is measured by some type of observation. This observation is primarily a measurement of performance or of information and theory gained. Speech performance is exceptional in the respect that the student's classroom success may allow him to be selected for interscholastic activities. These activities, in the form of contests

¹Oliver Hodge, Teacher Education, Certification, and Assignment Handbook, (Oklahoma City, 1961), p. ii.

or festivals, have their roots sunk deep into the antiquity of Western education. Goodwin Berquist said:

Isocrates (481-411 B.C.), one of the greatest early teachers of rhetoric, influenced the educational scene later, but very significantly. His school, founded to train young men for civic life, drew students from all of Greece. Tuition-paying students from the age of fifteen enrolled to gain the benefits of Isocrates' teaching. He contended that education should be practical, moral, patriotic, broad, interdisciplinary, and thorough. The core of his program was public speaking because it sharpened the faculty of judgment and demanded good thinking as the basis for good speech. Other subjects were classical prose and poetry, philosophy, mathematics, and history. The study of speech and debate were taught largely through the study of models and the practical application of the principles of rhetoric through exercises and contests. He stressed individual attention for each student and developed close instructor-student ties. For fifty years his school had great influence in Greek education; nearly all successful speakers of his day had training with him. Aristotle quotes him often and Cicero calls him "the master of all rhetoricians." He was truly an outstanding speech teacher of the ancient world.²

Thus, the master teacher of ancient Greece was one whose qualifications were at least twofold: he possessed the ability to teach speech theory and performance in the classroom and the ability to take his students beyond the classroom setting to successful contest speaking. The well qualified (certified) speech teacher of today should not be less aware of the advantages that contest events offer as an integral part of the speech students' learning experiences than was Isocrates.

In Oklahoma, the interscholastic speech events are administered by the Oklahoma Secondary School Activities Association (O.S.S.A.A.). During the 1968-1969 school year, 142 of the state's secondary schools

²Goodwin Berquist, "Isocrates of Athens--Foremost Speech Teacher of the Ancient World", The Speech Teacher, pp. 251-255.

had speech programs that qualified them for membership in the O.S.S.A.A., which is a voluntary membership group.

When a student contestant from a member school receives a first, second, or third place rating in the specific event he has entered at an O.S.S.A.A. sanctioned, invitational tournament, he qualifies for the regional meet. In order to qualify for the State Finals, the student must have been ranked among the top four participants in his event at the regional tournament.

Competitive events are divided into two general categories--individual and group. Individual competition is held in extemporaneous speaking, poetry interpretation, original oratory, standard oratory, humorous interpretation and dramatic interpretation. Group competition includes one-act play, dramatic duet acting, humorous duet acting and debate.

Competitive events for secondary students are reputed to project the person beyond the average classroom demands and provide an incentive for the student to strive for excellence in the speech act.

Klopf and Lahmann concluded that:

The activities program, which plays an important role in the total program of speech education in secondary schools and colleges, provides the student-participants with a variety of practical educational experiences that few other forms of education afford. It offers them an unparalleled opportunity to perfect the techniques of effective oral communication; in fact, campus and interscholastic speaking is the most potent contemporary force outside the classroom in the speech education of thousands of students. When ably coached, these programs contribute significantly to the intellectual, social, and moral growth of participating students.³

³Donald W. Klopf and Carrol P. Lahmann, Coaching and Directing Forensics, (Illinois, 1967), p. 1.

The classroom speech teacher has an academic responsibility for his students that goes beyond the teaching duties of the average secondary teacher. While the subject matter teaching responsibilities and obligations of the English, history, science, and other subject matter teachers may cease with the clanging of the closing classtime bell, the teaching duties of the speech teacher continue.

Robinson and Kerikas stated that contests and activities are a major part of the total speech program.

. . . Although the speech teacher may do a strong job of classroom teaching, he may find even greater demands upon him as a director of activities and contests. Teaching done outside of the controlled conditions of course plans and a classroom schedule is more difficult. The informality of after-school sessions, evening rehearsals, and trips out of town presents various problems. One of these is the question of maintaining, at the same time, the necessary motivation for excellent public performance and the desired organization and discipline for achieving results. In addition are all of the administrative details of schedule, auditorium, extra rooms, finance, transportation, housing, food, materials, and publicity that are inherent in a program of this sort. They place heavy pressures upon the strength and resourcefulness of the speech teacher.⁴

Present estimates are that 50 percent of all speech training of the student in secondary schools is done through activities and contests.⁵ Therefore, an inquiry into the academic training, experience, tenure, age, and sex of the secondary speech teacher whose students compete in the interscholastic speech competition appears to have merit.

In Oklahoma at the present time, there are 17 accredited

⁴Karl F. Robinson and E. J. Kerikas, Teaching Speech Methods and Materials, (New York, 1963), p. 341.

⁵Ibid, p. 135.

institutions of higher education authorized to offer an undergraduate degree in speech education. The subject matter requirements for the degree, according to a review of each school's latest catalog, appear to be relatively consistent. However, undergraduate credit hour requirements in speech vary from 24 semester hours at the lower range to 42 at the most demanding institutions.

The question that appeared to need answering from these observations was concerned with the wide range in required hours in the undergraduate discipline among these 17 institutions. Since some colleges require more credit hours in the discipline for the degree than others, is this greater demand reflected in their graduate being more successful in coaching the speech activities program?

In addition to the 21 semester hours in professional education and 50 of general education, the State Board of Education requires the undergraduate speech student to complete a minimum of 24 credit hours in the major field in order to qualify for the Standard Secondary Speech Certificate.⁶ The selection of specific courses to fulfill the 24 hours requirement is left to the discretion of the individual institution at which the student is enrolled. Furthermore, each college establishes its own total hour degree requirements which, as noted above, must equal 24 and may range as high as 42 hours.

There are five certificates issued by the State Department of Education that entitle the holder to teach speech in the secondary classroom:

1. The Professional Certificate is awarded to those persons

⁶Op. Cit, Handbook, pp. 10-12.

who have completed a minimum of 24 credit hours of speech in the undergraduate program, hold a Bachelors degree from an accredited institution, and have completed a masters degree (or its equivalent) which included eight credit hours of speech.

2. The Standard Certificate is awarded to those persons who meet all requirements for the Bachelors degree in Speech Education. The undergraduate study must have included a minimum of 24 credit hours in speech.
3. The Provisional Certificate is given to those persons who have earned a Bachelors degree including appropriate education courses and a minimum of 18 credit hours of speech.
4. The Temporary Certificate is given to those who have completed a Bachelors degree which included a minimum of 18 but less than 24 credit hours in speech. This certificate holder has a deficiency in professional education course requirements.
5. The Language Arts Certificate is awarded to those persons who have completed a Bachelors degree with a Language Arts major and appropriate education courses. This major includes six hours of undergraduate speech and entitles its holder to teach speech in the secondary schools as a minor assignment.

The above certificates reflect four different levels of academic preparation in undergraduate speech. Since Robinson and Kerikas estimated that 50 percent of all speech training was done through the activities and contest approach,⁸ there appears to be a need for determining whether or not the students who were taught by the teachers who held one type of certificate were more successful in contest speaking than those students whose teachers held the other type of certificates.

As far as could be determined, there was no published information

⁷ Ibid, pp. 31-32.

⁸ Robinson and Kerikas, Op. cit. p. 135.

available that described the teachers of speech in the secondary schools of Oklahoma. Since certification requirements had been set for the speech teacher by the Oklahoma State Department of Education and the institutions of higher education had designed a course of study to be completed by the student who wished to enter the profession, it appeared advantageous to gain a knowledge of those persons employed as teachers of speech. Therefore, this study also proposed to investigate specific areas concerning the present status of Oklahoma's speech teachers whose schools enter students in competitive events sponsored by the Oklahoma Secondary School Activities Association. These were:

1. The classification of the school (A or B) in which each person taught.
2. The tenure of the teacher at his present school.
3. The total number of years the teacher had spent in teaching.
4. The total number of years of speech teaching experience of each teacher of speech.
5. The total number of years each teacher had taught in the secondary schools.
6. The socio-economic level of the school in which each individual was employed.
7. The present age of the teacher of speech.
8. The sex of the teacher of speech.

In summary, the nature of the problem contained four relatively distinct yet pervasive segments. The distinct segments were the academic requirements in speech for the undergraduate speech education major, the types of certificates held by the practicing secondary teachers of speech, the personal and professional information about the speech teachers whose schools were members of the O.S.S.A.A., and

the speech teachers who taught the secondary students who qualified for the O.S.S.A.A. State Finals.

The pervasive element was that there apparently were no published studies nor readily available information concerning the Oklahoma speech teacher who directed the activities program in the secondary schools of Oklahoma.

Statement of the Problem

The purpose of this descriptive study was four fold:

1. To determine the type of speech courses and number of undergraduate credit hours in speech required for the B.A. in speech education by the Oklahoma institutions of higher education.
2. To determine the number and type of speech certificates held by Oklahoma secondary teachers of speech whose schools are O.S.S.A.A. members.
3. To determine the type of certificate held by speech teachers whose students qualified for O.S.S.A.A. State Finals in speech activities.
4. To develop a profile of the secondary teachers of speech whose schools belong to the O.S.S.A.A. The profile content would reflect the teachers' sex, age, classification of school in which they taught, their tenure in the teaching profession, their tenure at their present school, their tenure in teaching secondary speech, and the institution from which each received his undergraduate degree.

Limitations of the Study

This study was designed to investigate some specific elements concerning the Oklahoma secondary teachers of speech whose schools held membership in the Oklahoma Secondary Schools Activities Association in the fall of 1968. The number of schools that had placed membership in the speech segment of the O.S.S.A.A. for the school

year of 1968-1969 was 142.

The state of Oklahoma has over 400 secondary schools and possibly there are speech classes being taught by qualified speech teachers in those schools who do not belong to the O.S.S.A.A. However, the O.S.S.A.A. is the official state organization that has a regulatory function over all extraclass activities in the state. And this study has as its focal point the teachers of the students who compete in the O.S.S.A.A. sanctioned speech activities program.

No attempt was made to measure the quality of instruction done by teachers of speech in their individual classrooms. Furthermore, no attempt was made to investigate the quality of academic preparation received by the teachers from their undergraduate institutions. The research is not to be construed as an attempt to formulate a basis of judgment of any kind that is not discretely associated with the descriptive elements of this study as they pertain to those teachers who attempt to qualify students for State Finals in the O.S.S.A.A. speech meet.

CHAPTER II

SCOPE AND STRUCTURE OF THE STUDY

Specific Areas of Investigation

The four areas investigated were: (1) the source of the speech teacher's academic preparation; (2) the quantity of that academic preparation as reflected in the type or quality of certificate held by the teacher; (3) the teacher's success in qualifying students for State Finals in the O.S.S.A.A. speech competition during the academic year of 1968-1969; and (4) the vital and tenure data of the surveyed population.

The vital and tenure area of investigation accommodated data pertaining to the length of time each O.S.S.A.A. registered coach had taught school, how long he had taught in his present school, how long each had taught speech in secondary school, and his tenure as a secondary teacher. The data also included the age of each teacher, the sex of each teacher, and the socio-economic level of the school at which each teacher was employed.

Utilizing the findings from the four areas above, this study proposed to answer the following questions:

1. What courses within the speech discipline are common to all 17 institutions who award the bachelor's degree and are required of a college student who majors in speech teacher education?
2. Does the graduate of a college which requires the 24

semester hour minimum in speech for the undergraduate degree appear as productive in contest work as the graduate from the schools that require more than 24?

3. What is the present certification status of those speech teachers who participate in the Oklahoma Secondary School Activities Association speech contests?
4. Do the more highly certified speech teachers of secondary schools have a larger percentage of their students qualified for State Finals competition?
5. Do the higher socio-economic level schools qualify more students for State Finals competition?
6. In qualifying students for the State contest, do male teachers of speech appear more successful than the female teachers?
7. Does the more experienced teacher of speech qualify more students for State Finals than the less experienced?
8. Is the older teacher of speech more successful in qualifying his students for State Final competition than the neophyte?

Design of the Study

This study was designed to utilize the survey method for data gathering. Two questionnaires were constructed to procure the information: one (see Appendix A) for the colleges that are authorized by the State Board of Education to offer degrees and certification programs in speech education and another (see Appendix B) for the senior high (9-12) teachers of speech whose schools are members of the Oklahoma Secondary Activities Association.

Although the information concerning college requirements might have been secured from the catalogs of these various schools, the placing of a course within a specific subject-matter category would have been arbitrary and it was believed that the chairman of the

department was better qualified to categorize the courses within his discipline than would be an outside observer who was limited to the course description found in the catalog.

Speech department chairmen were asked to indicate the number of semester hours they require of the student within the discipline and to categorize these required hours under the general heading of forensics, interpretation, acting, communication theory, correction, broadcasting, rhetoric, discussion, teaching methods and others.

Since the questionnaire was sent to persons within the speech discipline, the instrument was pre-tested with persons in the field of speech on the campus of Central State College, Edmond, Oklahoma. After their suggestions were incorporated, the final draft was prepared and mailed to the participating colleges and universities.

The population at risk was comprised of two segments: the 17 institutions authorized by the Oklahoma State Department of Education to prepare academically students for educational certification and 142 secondary school speech teachers whose principals had designated them as the speech activities coaches. Each of these secondary schools had registered as an active member with the O.S.S.A.A. for the 1968-1969 school year. The registration list contained the name of the school, the name of the speech activities coach, and the classification of the school according to its size. Schools with a secondary student enrollment of at least 500 were classified as Class A by the O.S.S.A.A., while Class B schools had less than 500. Each school had to compete according to its classification by the Association unless special permission was granted to a school.

The questionnaire that was mailed to the 142 speech activities

directors was designed to gather data in the following areas: (1) The academic level of achievement according to degree held by the teacher; (2) The school from which the degree was earned; (3) The specific classification of the teacher's certification; (4) The number of years the teacher had taught school, the amount of time he had taught in the secondary schools, the tenure of his speech teaching duties, and the tenure at his present location; (5) The size of the school enrollment; (6) The socio-economic level of the community in which he taught; and (7) The sex and age of the teacher.

The data-gathering instrument was pre-tested on senior college students who were majoring in speech education at Central State College, Edmond, Oklahoma. After suggested corrections were made to alleviate ambiguity, the questionnaire was mailed with a stamped, self-addressed envelope enclosed and a dime attached to the data sheet for the participating teacher to drink a cup of coffee while completing the task.

In order for a high school student of one of the secondary speech teachers to be determined "successful" in speech activities, he had to have qualified for the Oklahoma Secondary Schools Activities Association State Finals speech tournament. Students qualify for State Finals by virtue of their having been judged one of the four best participants in the event they enter at an O.S.S.A.A. sanctioned Regional Tournament. They qualify for the Regional Tournament by being ranked among the top three contestants in the event they enter at an O.S.S.A.A. sponsored invitational tournament.

The O.S.S.A.A. State Finals roster that contained the name, school, classification of school, event, and speech teacher of each

high school student who had qualified, was used to determine which teachers had qualified students for State Finals competition.

Comparative graphs were constructed to depict the various components of the profile of the secondary teacher of speech. All data gathered from the research instruments that appeared pertinent to the description were utilized.

This descriptive study was designed to utilize the survey method of gathering data. Auer states the reason for using the questionnaire to gather data for a study such as this one when he says,

When the questionnaire method is used the chief consideration is usually that of gathering a limited amount of information from a large number of subjects.¹

Examples of where the survey method have been found to be advantageous for similarly designed studies in speech are: Lillywhite's, who used the questionnaire to ascertain the speech needs of Minnesota elementary and secondary school teachers. It was distributed to far more persons than could possibly have been observed or interviewed: 810 teachers (434 replies) and 420 administrators (196 replies). With a return of approximately 50 percent, Lillywhite had 650 individual reports to tabulate and interpret. The questionnaire, he concluded:

presents the distinct advantage of allowing the research worker to secure greater returns and thus more data in less time and with less effort and expense.²

This same advantage was demonstrated in Bronstein's survey of the study of phonetics in American colleges.

¹Jeffrey Auer, An Introduction to Research in Speech, (New York, 1959), p. 148.

²Herold Lillywhite and Waldo Phelps, "The Survey Method in Speech Education," Southern Speech Journal, 17 (1952) pp. 244-245.

. . . by dividing the country into five geographical regions, and apportioning his questionnaires, the investigator achieved a representative sampling through 143 replies to 200 inquiries.³

Assumptions of the Study

When doing a descriptive study of this type, there are certain assumptions that must be made: The most important one to this study appears to be that the qualified teacher of speech in the secondary schools should be proficient in directing contest activities as well as the classroom learning activities of his students. In his description of a well-trained teacher of speech, Braden makes the following statements;

In his own field he is thoroughly familiar with the fundamental processes of speech, public speaking, argumentation, interpretation, dramatics and other speech activities. Furthermore, he should be able to direct one or more extracurricular activities: discussion and debate, interpretative reading, radio, or dramatics.

. . . He should be a good public speaker, able to present his ideas cogently and forcefully in the classroom and in the public forum. In addition he should excel in one or more speech activities: debating, oral interpretation, radio speaking, or acting. In other words, he should be able to practice what he preaches.⁴

Although Braden seems to support the idea that classroom teaching and directing students in extraclass activities (contests) are co-existent within the duties of a teacher of speech on the secondary school level, Klopf and Rives clarify the relationship further when they say:

³ Arthur J. Bronstein, "The Study of Phonetics in American Colleges and Universities," Speech Teacher, 6 (1957), pp. 237-239.

⁴ Waldo W. Braden, Speech Methods and Resources, (New York, 1961), pp. 7-8.

When one speaks, he can test the effectiveness of his communication by asking: Did I as the speaker communicate the ideas and feelings intended to my listeners? There is no valid purpose to speech beyond communication; speech is not an instrument for personal glorification or exhibition.

So our goal is the practical one of communicating effectively. Speech education directs itself to the fulfillment of this goal. In speech classes, students work to achieve effective communication. They learn the requisites of speaking excellence.

Contest speaking shares this aim of improving communication with classroom speech training. Good contest speaking is good speaking. Good contest interpretation is good interpretation. Through speech contest activities, students learn to speak and read more effectively. Unlike speech classroom training, contest speaking provides the typical student participant with more intensive training. Contest speaking involves more practice with more personal teacher guidance in a shorter period of time than does the classroom. Because there is a competition with capable students from other schools, the contest provides more motivation to succeed than does the classroom. The contest emphasizes more critical evaluation and suggestions for improvement from expert judges than provided in the average classroom.⁵

Thus, from the viewpoint and rationale of authorities in the speech teacher education field, this basic assumption appears to be valid. Other assumptions pertinent to the study are:

1. The year 1968-1969 is a representative year in Oklahoma secondary speech competition.
2. Interested students have an equal opportunity to compete in speech activities regardless of their teachers' certification.
3. The quality of judging in the invitational and regional tournaments has been as fair to one contestant as to another.
4. Students who qualified for State competition registered and competed at the event in which they qualified.
5. The teachers who answered the questionnaire are

⁵Donald W. Klopf and Stanley G. Rives, Individual Speaking Contests, (Minneapolis, 1967), p. 2.

qualified to do so and are honest.

These assumptions are based on the concept that there is no available evidence nor logical reasoning that would indicate the contrary.

Significance of the Study

The results of this research presented a profile of the secondary teacher who was active in coaching speech activities during the contest year of 1968-1969. From this profile, the person in charge of curriculum planning for the college speech education program should be able to draw certain inferences pertinent to the curriculum design. For example, if one of the objectives of the program is to develop teachers with a competency in forensic coaching, then the courses for study and the type of certification required for success may be important. The total hours required for the degree may also appear significant when the successful teacher's alma mater is observed.

For the students who wish to enter the speech coaching profession and who desire to be successful in coaching contest activities, the size and socio-economic conditions of their place of employment may emerge as significant factors. In addition, the student may gain some clues from the findings as to whether he should work toward a higher level of speech certification or settle for a lesser one.

Furthermore, those in the profession may find that the answer to the questions contained within this study will further their knowledge concerning the teacher of speech in Oklahoma's secondary schools. The results may be pertinent to a consideration of the need for an upgrading of the certification requirements for those in the field. A general knowledge of the speech teaching practitioner in the

secondary schools of Oklahoma will allow a base for comparing the academic preparation of the teachers of speech of this state with other states where descriptive studies have been done. The information may also be used as supporting evidence to help justify the acceptance of speech as reputable academic discipline qualified to be included as a research category within the Dewey Decimal System.

For the administrators who employ secondary school speech teachers, the findings may be significant to those who are interested in developing or maintaining an adequate speech curriculum for their students. The relationship between the success of the teacher in extraclass activities and his level of certification in speech may help the administrators to choose a person who can fit the philosophy and objectives of the school.

The Oklahoma State Board of Education may find the results significant in considering the certification requirements for secondary teachers of speech. A specific number of college credit hours within the speech discipline may need to be required for all speech teacher candidates.

Finally, it is hoped that this descriptive study will establish some variables from which greater and more profitable research and knowledge of the field of speech teacher education may emerge.

CHAPTER III

REVIEW OF THE LITERATURE

Introduction

An examination of sources of research in education and the field of speech teacher training failed to reveal that any duplication of a study of this kind had been done.* However, the absence of similar studies did not appear to negate the value of such an attempt.

The literature selected to be reviewed for this study was divided into three relatively discrete areas--the role of the secondary school teacher of speech, the present academic qualifications of teachers of speech, and recommendations concerning the academic preparations of secondary speech teacher. These three areas were selected in order to determine what duties the present teacher of speech was expected to perform, under what certification requirements he was performing his duties, and what future standards might be established.

The Role of the Secondary Speech Teacher

Although the role of the teacher of speech in the secondary

*Review of Educational Research, Encyclopedia of Educational Research, Abstracts of Dissertations in the Field of Speech, Bibliography of Rhetoric and Public Address, Research in Education (ERIC), The Quarterly Journal of Speech, and The Bibliographical Guide to Research in Speech and Dramatic Art were all examined in an effort to find a duplication of this study.

schools depends to some extent upon the peculiarities of the individual school in which he is employed, the professional speech teacher performs his academic duties within the framework of some clearly defined educational objectives. Inherent within one group of general objectives for secondary speech are basic guiding principles for curriculum development and execution. Kramer lists the following objectives for the speech program:

1. Prepare a man to earn a living.
2. Provide opportunities and the necessary resources for him to develop a "well-furnished mind."
3. Aid him in the cultivation of the power to think: to reason, to investigate, to test new ideas, to evolve new concepts, to make decisions on the basis of pertinent data, to distinguish the fact and opinion, to analyze propaganda, to form sound judgments, to build worthy values, and to solve problems.
4. Foster with great care the development of articulate human beings, who are aware of their moral accountability for any ideas expressed.
5. Cultivate within the individual a social consciousness and responsibility, as well as to develop the ability to cooperate with others and to recognize the rights of others.
6. Cultivate the creative and appreciative talents.
7. Help the individual to formulate estimable moral values.
8. Provide the means for discovering those individuals endowed with special qualifications for leadership, and also provide the experiences which will enable the potential leaders to grow to the fullest of their capacity.¹

¹Magdalene Kramer, "The Role of Speech in Education: A Re-Evaluation," Quarterly Journal of Speech XXXIV (April, 1948), pp. 125-27.

These are challenging commitments for the speech teacher who plays the dominant role in executing a curriculum that contains an adequate array of learning activities to ensure maximum achievement by the students.

The importance of the speech teacher's role in the secondary schools of a democracy is stated in the Illinois guide, Communication --Speaking and Listening.

It is unthinkable that a national group can be committed to economic individualism, to freedom of speech, and to freedom of assembly without also providing for an educational curriculum which seeks to produce individuals who are capable of speaking and listening.

Freedom of speech and assembly are hollow terms if skills of speaking and listening are not an integral part of the education of free men. . . No modern, technological, and democratic society can secure and maintain freedom for individuals in their social, economic, and political lives, without providing for deliberate and intentional speech education in those skills, attitudes, and arts which are peculiar and basic to that society's primary goals.²

Francis Horn, President of the University of Rhode Island, stated in an address entitled, "Oral Communication in a Technological World":

It should be evident that today's world requires that speech be a part of a student's general education. I have suggested that in our world of tomorrow, effective speaking may be more important for the average individual than effective writing. Yet our schools and colleges fail to see this. . . .

Both speaking and writing are important and should be included in the general education requirements, but if there must be a greater emphasis on one than on the other I believe it should be shifted from the course in composition to the course in speech.³

²Communication in the High School Curriculum--Speaking and Listening, Bulletin D-1 (Springfield, Ill.: Illinois Curriculum Program, 1961), pp. 1-3.

³Francis Horn, "Oral Communication in a Technological World," Speech Teacher, VIII (September, 1959), p. 202.

Progressive educators, as well as progressive speech educators, have expressed the need for more emphasis on speech education. Dewey in How We Think wrote:

Speech . . . is the great instrument of a social adaptation; and with the development of speech adaptation of the baby's activities to and with those of other persons gives the keynote of mental life. . . . It (language) is continually used in all studies as well as in all of the social disciplines of the schoolIt is a distinct object of study. . . .That problem (of the school) in respect to speech is to direct pupils' oral and written speech, used primarily for practical and social ends, so that gradually it shall become a conscious tool of conveying knowledge and assisting thought.⁴

Dewey in his Art As Experience further recognized the need for emphasis on speech education:

Moreover, events that are familiar and and customary are those we are least likely to reflect upon, we take them for granted. They are also, because of their closeness to us, through gesture and pantomime, most difficult to observe. Communication through speech, oral and written, is the familiar and constant feature of social life. We tend, accordingly, to regard it as just one phenomenon among others of what we must in any case accept without question. We pass over the fact that it is the foundation and source of all activities and relations that are distinctive of internal union of human beings with one another.⁵

Hochmuth, a leading educator in speech, wrote in the Bulletin of the National Association of Secondary School Principals:

Since communication is the social mechanism by which people relate themselves to each other, it is imperative that an attempt be made to perfect its use. The assumption that because one is able to make utterances he needs nothing further is false. It always has been. Farseeing educators will recognize

⁴ John Dewey, How We Think (New York: D. C. Heath Co., 1933), pp. 207 & 238-39.

⁵ John Dewey, Art As Experience (New York: Putnam's & Coward McCann, 1934), pp. 334-35.

that we cannot be seriously concerning ourselves with the problem of active and responsible citizenship so long as we do little or nothing to facilitate the process of co-operation.⁶

From these examples, one may gain a concept of the importance of the role a speech teacher must be prepared to play in the educational experiences of the secondary school student.

As corroborated in the preceding statements, speech education is an important element in total curriculum of the schools. But what does it encompass? What are boundaries of the speech teacher's role? Balcher and Seabury offer the following limitations and clarifications:

Speech education embraces (1) all of the speech experiences through which speech is learned, (2) curricular and extracurricular speech training in schools, and (3) the teaching and learning of speech to help all students to become at least adequately adjusted, responsible, and effective persons, communicators, and citizens. . . . The objectives, the kinds of speech experiences the methodology and materials for teaching and learning speech, and the desired outcomes of speech education as a part of secondary education are outgrowths of our American democratic society. Therefore, answers to many questions about speech education are to be found in our understanding of our society and of secondary education to which speech education must, if it is to be most effective and beneficial, contribute efficiently, effectively, and harmoniously.⁷

As noted above in the second segment of Balcher and Seabury's statement of what speech education embraces, the extracurricular speech training program is part of the total role of the teacher of speech. And since this descriptive study has as one of its primary concerns the success of the speech teacher in the extracurricular

⁶ Marie Hochmuth, "Speech and Society," The Bulletin of the National Association of Secondary School Principals (January, 1948), p. 32.

⁷ Charles Balcher and Hugh Seabury, Teaching Speech in Today's Secondary Schools. (New York: Holt, Rinehart, & Winston, Inc., 1965), p. 37.

(contest) program, the selected literature focused on the role of the speech teacher as a coach of forensic or contest activities (these expressions--extracurricular, forensic, and contest activities--are often used as synonymous terms).

Although participation in contest events is usually an added duty for the classroom teacher of speech, the enthusiastic teacher uses this method of competition to motivate students to achieve beyond what they are able to accomplish in the classroom. Waldo Braden states:

In addition to classroom instruction, the speech teacher is usually concerned with several extracurricular speech activities. When other teachers have finished the school day and departed for home, the speech teacher may be doing some of his most important teaching. The enthusiastic teacher will welcome the opportunity to work directly with a select group, which may include some of the most talented students in the school. Both students and teachers strive for superior achievement. It often happens that the students become so enthusiastic about participation, particularly when interschool competition is involved, that they exercise considerable influence on the school authorities to increase systematic classroom instruction in speech.⁸

Klopf and Lahman placed the contest events in their proper perspective in the statement of objectives for the program:

1. The forensic program should be a counterpart of curricular instruction in speech; it is not a mere adjunct to formal speech-class instruction.
2. The forensic program should be coached and directed by trained speech teachers.
3. The forensic program should provide training at all levels of competence for all interested students; every interested and properly motivated student should be welcome.
4. The forensic program should provide a student with a diversified speech-educational experience.

⁸ Braden, Op. cit., p. 4.

5. The forensic program should fit the needs and resources of the school and the community.⁹

These objectives of the forensic program seem to be consistent with the primary function of the speech teacher--directing the learning practice of the students. Therefore, the job of the speech teacher is also that of accomplishing these objectives through adequately performing his role as a coach of the extracurricular speech program.

Thus far, the selected literature has presented concepts and data primarily concerned with: the roles of the secondary teacher of speech; the advantages derived by the student who participated in the activities program; the idea that the qualified speech teacher encouraged students to participate in interscholastic activities; and the objectives of the classroom and extraclass program. Finally, it appeared that proof of benefit to the student participant should be introduced if the competitive speech program was to be considered a valid segment of speech education of the secondary student.

For an example of the value of one segment of the total program, this study included the work of Austin Freely who in his "Anthology of Commentary on Debate," which appeared in the Speech Teacher, March, 1960, quoted a study from Freedom and Union magazine. The survey was centered on the political leaders in 1960. Of the 160 leaders who responded, 100 had had debate experience. And, 90 of the 100 thought that the experience in debate had been valuable.¹⁰

Freely also presented direct quotes from such notables as

⁹Klopf and Lahman, Op. cit., pp. 4-5.

¹⁰Austin Freely, "Anthology of Commentary on Debate," Speech Teacher, (March, 1960), p. 121-26.

Edmund S. Muskie, United States Senator from Maine; David Henry, President of the University of Illinois and Samuel Gould, President of Antioch College. All praised the value of this forensic activity as an important educational ingredient. A compilation of advantages to be derived from debating included the following: the student learned to find support and use rational arguments; he learned the value of research; he developed skill in reflective reasoning; he learned logical arrangement of material; he learned to defend his ideas; he acquired an open-minded attitude; and, he learned to work cooperatively with others.¹¹

Hunsinger and Wood added credence to the idea that student participation in interscholastic competition was a desirable means of enhancing the total education offering when they concluded:

Most forensic coaches believe that the tournament is the best method for gaining the maximum learning experience from debate and other speech activities. Schools throughout a particular area, or from all over the nation, can join in large tournaments to test the ability and knowledge of their students. Limited only by the talent of individual students, most schools find that forensic tournament competition provides an area in which students can learn this skill and can compare their progress in learning with students from many other schools. Unlike athletic and band competitions, large numbers of students and great amounts of money are not required to field a champion.¹²

Although the literature indicated a close relationship between the class and extraclass duties of the speech teacher, did the speech teacher in fact play both roles? Alexander and Thomas surveyed the

¹¹Ibid, pp. 121-26.

¹²Paul Hunsinger and Roy V. Wood, "The Forensic Tournament and Festival," Managing Forensic Tournaments (Skokie, 1967), p. 9.

high school speech teachers of Michigan in 1959 and published the following results of their study concerning the number of extraclass activities sponsored by each of 207 respondents:

TABLE I
NUMBER OF EXTRA-CURRICULAR SPEECH ACTIVITIES¹³

Number of Activities	Number of Teachers	% of Teachers
0	21	10
1	53	25
2	85	41
3	33	16
4	13	6
5	1	1
6	1	1

The results of the Michigan survey undoubtedly would not be generalizable to be representative in all parts of the country, but they did give an indication of the close relationship between classroom teaching and sponsoring of activities as performed by teachers of speech in the secondary schools.

¹³Fred Alexander and Gordon Thomas, "The High School Speech Teacher in Michigan," Speech Teacher, 1960, p. 190.

In summary, the role of the secondary teacher of speech is a diversified one. Based on clearly stated objectives, the learning activities of the students are developed through a properly designed and executed curriculum that includes both the in-class and extraclass activities. The role demands that the person who attempts to fulfill the position be a classroom teacher of theory and content of the discipline, a qualified critic and judge of the students' performances, and a coach and director of the activities related to the field.

Present Academic Qualifications of Speech Teachers in the Secondary Schools

In order that a comparative understanding of the secondary speech teachers in Oklahoma could develop, research for this study included a selection of surveys concerned with the legal requirements of state boards of education and the academic qualifications of speech teachers.

Karl Robinson interprets the academic preparation of the secondary speech teacher as being an important problem when he says:

One of these significant problems is the question of standards and requirements for the certification of secondary school teachers of speech. Progress in the improvement of these qualifications has been slow, but steady, and has been made chiefly at the state level. This is quite natural because the passage of certification laws is basically a state function. To maintain and raise such standards has been somewhat difficult because of other long-range problems associated with teacher preparation.¹⁴

Alexander and Thomas discovered that all secondary speech

¹⁴Karl F. Robinson, et al. "Recent Trends in Certification of High School Speech Teachers and the Report of the SAA Committee to the North Central Association," Speech Teacher (Columbia, Missouri; March, 1959), p. 114.

teachers in Michigan held the B.A. degree and 38 percent had earned the M.A. degree.¹⁵

Timmons and Griffin found from their study of speech teacher certification requirements for secondary teachers of speech that most state boards of education had specific academic requirements in the discipline of speech on the undergraduate level prior to certification. Following is a table compiled by Timmons and Griffin showing their findings from a survey of all fifty states.

TABLE II
TYPES OF CERTIFICATION REQUIRED TO TEACH SPEECH¹⁶

Category	Frequency
A - No Certificate Required	1
B - Standard Secondary Certificate	3
C - Standard Secondary Certificate Plus Certification in English	3
D - Standard Secondary Certificate Plus a Specified Number of Hours in Speech	35
E - Standard Secondary Certificate Plus a Major or Minor in Speech	4
F - Replies too Vague to be Tabulated	4
Total	50

¹⁵ Alexander and Thomas, Op. cit.

¹⁶ Jan Timmons and Kim Griffin, "Requirements for Teachers of Speech in the Secondary Schools of the United States," Speech Teacher (Columbia, Missouri; February, 1963), p. 97.

Concerning the academic preparation of secondary teachers of speech in Michigan, Carruth said that:

With respect to the college preparation of the 332 persons teaching one or more classes in speech, it was found that all reporting teachers held bachelor's degrees, and 30% in speech. However, in total preparation in speech (including undergraduate and graduate work) 45% of reporting teachers had training equal at least to a major (24 semester hours) in speech. Ninety-six persons taught speech half time, or more; 156 had one speech class in their daily schedule. The English and speech combination was most usual in mixed schedules.¹⁷

In 1961, the Department of Public Instruction in the state of Wisconsin gave support to recommendations that were made in an effort to improve speech teaching in that state. R. F. Lewis, First Superintendent of Schools for the State of Wisconsin, presented the following code for adoption:

Speech shall be considered an academic subject.

1. High school teachers of speech shall hold a minimum of an approved college minor in speech preparation. Speech certification shall become mandatory for all classroom teachers of speech with the school year 1962-1963. Persons with at least 12 years of experience as teachers of speech prior to July 1, 1962, may be licensed without meeting the above requirement.

Persons with from 8 to 11 years experience as teachers of speech prior to July 1, 1967, may be licensed by completing 6 semester hours of college speech training. A course in speech fundamentals is required.

2. Extracurricular speech activities. Certification for coaching or directing extracurricular speech activities will be recommended but not required. Colleges are urged to establish suitable patterns of preparation for coaching or directing extracurricular speech activities. Such patterns should be established as minors and should be guides to employment officers.

¹⁷Hayden Kenna Carruth, "Curricular Speech in Michigan High Schools," Speech Monographs, 1956, p. 152.

We recognize that the foregoing contains re-
ments for the classroom teacher os speech and only
recommendations for the director of extracurricular
speech activities, but we are of the opinion that
we will be most successful in equalizing standards
by embarking on a long term cooperative program
with teachers, secondary school administrators, and
heads of spec departments in the Wisconsin insti-
tutions which prepare teachers.

Our first step has been to encourage the de-
velopment of speech education by sending the follow-
ing letter:

To administrators of all Wisconsin Teacher Preparing
Institutions:

According to Section P.I. 3.03 (3) (3) of the
Wisconsin Administrative Code, speech is now con-
sidered an academic rather than a special subject
and Department of Public Instruction standards will
be followed for the certification of all teachers
of speech classes.

The State Department will certify teachers
who instruct students in th- extracurricular speech
activities which comprise Wisconsin's active and
varied dramatic and forensic program, but certifi-
cation will not be required.¹⁸

Inferences drawn from the selected literature concerning the
secondary speech teachers' qualifications appeared to include the
following conditions: (1) certification standards for the second-
ary teacher of speech was a major problem; (2) most speech teachers
had a B.A. degree; (3) a majority of the speech teachers had completed
a specified amount of college course work in speech; (4) many speech
teachers teach part of their time in another field in which they were
certified; and (5) influence was being exerted to make certification
in speech mandatory for those who taught speech in the secondary
schools. The Wisconsin Code gave specific attention to the certifi-
cation requirement pertaining to the extracurricular speech program.

¹⁸R. F. Lewis, "Quality Standards for Speech Teachers," Speech
Teacher (Columbia, Missouri; January, 1961), p. 65.

Recommendations Concerning the Academic
Preparation of Secondary
Speech Teachers

The role of the secondary speech teacher appears to demand that the teacher be proficient both in the classroom and in coaching contestants for competition. This segment of the selected literature proposed to present some of the recommendations that have been made by professional organizations and authorities concerning speech teacher preparation. Results of research in the field of speech for the improvement of the teacher's academic preparation were also given consideration.

In an attempt to raise the academic preparation of speech teachers to a level that would tend to ensure an adequate execution of the speech teaching duties, the Wisconsin Speech Association recommended:

. . . The equivalent of a minimum of a 22 credit minor and appropriate competencies as follows: (1) a sound philosophy of speech education with at least one course in methods or a Seminar in Speech Education, (2) ability to talk effectively and read meaningfully, (3) an acquaintance with the aims, purposes, and program of extracurricular speech activities in Wisconsin High Schools, (4) a course in Speech Fundamentals, (5) specialized courses in the areas in which the teacher is assigned to instruct or direct.¹⁹

Taking a divergent attitude toward speech teacher preparation was John Ackley, who concluded from his study on the speech education of the teachers of speech in the secondary schools of California that:

(1) Most speech teacher candidates should either minor or major in English. (2) The prospective public speaking 'speech' teacher would probably increase his job possibilities by including training in the social sciences in his preparation. (3) The speech teaching major should be reserved for only the superior student since

¹⁹Ibid.

most of the speech majors will have to be flexible enough to teach a greater part of their load outside the speech field. (4) The preparation pattern for the secondary speech teacher candidate should be flexible.²⁰

In 1959, a special committee of the North Central Association, composed of members of the Speech Association of America, made its report on certification requirements. The committee report was in diametric opposition to Ackley's conclusions. That committee supported the concept that there was danger in

. . . the incorrect assumption that the fields of English and speech are the same and that the teachers do the same kind of job. Speech is not Oral English. Speech instruction consists of much more than having the student stand up and vocalize. Speech teachers must be trained to cope with student problems of emotional adjustment in all kinds of audience situations. They need to know how to teach strong preparation and logical structure as the basis for 'thinking on one's feet,' or extemporaneous speaking from notes; they are obliged to teach and insure clarity in oral communication through careful attention to the language of practical discourse (they are not primarily concerned with the language of fine literature); they must stress simple, clear sentence structure for instant intelligibility; they are obliged to teach audience analysis, usable means of vocal emphasis and bodily action to gain and hold the attention of the audience. Furthermore, they must know how to help boys and girls make effective voices out of ineffective ones, substitute standard for substandard diction, and train the body to aid and not hinder in all communication.

The English teacher does not do these things as a regular part of English instruction. Typical preparation patterns for English and speech teachers of necessity are different and, in the opinion of the Speech Association of America, these differences should be recognized in teacher certification requirements. Handling students in speech learning situations demands good preparation specific to that job. Such responsibility should not be handed to just anyone with inferior training.²¹

²⁰ John William Ackley, "A Study of the Status and the Trends of Speech Education in the Secondary Schools of California," Speech Monographs, 1954, p. 220.

²¹ Balcher & Seabury, Op. cit., p. 53.

In 1960, the Speech Association of America adopted a resolution submitted by the Secondary School Interest Group of the Association which stated:

Resolved: That the Legislative Assembly endorses the following statement of minimal requirements for certification of teachers of speech in secondary schools.

Section I. General Requirement. For permanent certification in speech, the teacher should offer at least twenty-four semester hours in speech, taken at an accredited college or university, and distributed as specified in Section II. For provisional, temporary, or 'second field' certification, the teacher should offer at least eighteen semester hours in speech, taken at an accredited college or university, and distributed as specified in Section II.

Section II. Subject Area Preparation. To insure breadth of preparation, each certified teacher of speech should have completed at least one course in each of these divisions: (A) Speech Sciences and Processes, such as phonetics, physiology of the voice mechanism, basic speech development, voice articulation, et cetera; (B) Theatre and Oral Interpretation, such as oral interpretation, acting, directing, technical theatre, play production, radio, television, et cetera; (C) Speech Correction, such as speech correction, speech pathology, clinical practices in speech correction, et cetera; (D) Public Address, such as public speaking, discussion, argumentation, debate, radio, television, et cetera.

Section III. Professional Preparation. In addition to the preparation specified above, the teacher certified in speech should offer at least one course in methods of teaching speech in the secondary school, together with appropriate student teaching.²²

This resolution was submitted to the North Central Association Committee on Speech Teacher Certification.

In the late 1950's, there was considerable action in various states concerning speech teacher certification.

²²Ibid., pp. 51-52.

Some of the more notable actions were:

Minnesota: (1957) Recommendations for minimal requirements:

- I. A teacher certified on the secondary level should have a minor in speech.
- II. To insure adequate preparation in content, skills, and methods in speech, each certified teacher should have at least 15 semester hours of work with at least one course in each of the following divisions: Fundamentals of Speech, Interpretative Reading, Dramatics, Speech Correction, and Forensics.
- III. In addition, one course of at least 2 semester hours in Methods of Teaching speech in High Schools.

Wisconsin: (1959) Recommended by the Wisconsin Speech Association and unofficially adopted by the Committee for Teacher Education Professional Standards of the State Department. 'In order to be certified to teach Speech, one must have at least 24 semester hours of Speech.'

Iowa: (1958) Combination of 'package' now listed the State Department: English 15 s. hrs.; Speech 10; Journalism 10. Iowa Council of English Teachers adopted (1958): 20 s. hrs. (beyond basic skills courses) in English plus 5 s. hrs. in a performance course in Speech. 'We seem to believe that it would be very difficult, if not impossible for us to recommend conscientiously a teacher of speech even though he has completed 18 s. hrs. in speech. . . . We have difficulty in preparing teachers of speech well, even though they take more than 30 s. hrs. of speech, plus a methods course in the teaching of speech and do their student teaching in speech.'

Illinois: (1958) This is not a new requirement. Majors 32 s. hrs.; minors 16 s. hrs., including a methods course and student teaching.²³

Efforts on the part of professional speech organizations and professional persons within the academic discipline have been strenuous

²³Robinson, op. cit., p. 115.

and consistent in their attempts to upgrade the academic preparation of the secondary speech teacher.

The following recommendations were accepted as an official document of the Speech Association of America by action of the Administrative Council in 1963.

School administrators, colleges, accrediting agencies, and state departments of public instruction look to professional associations for direction regarding principles and standards for fields. The following statement is offered as a basis for guidance in the certification of teachers of speech in secondary school.

1. The competent teacher of speech should have 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, attitude, use of language, sound, and action. He views it as a social process, an interaction among people whose purpose is 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 also 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 depends 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 well-being.
 - 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 must be prepared to execute effectively any or all of the following duties:
- 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.

To meet these qualifications for certification, the prospective teacher shall be expected to complete in an accredited college or university not fewer than eighteen semester hours or their equivalent in courses in speech appropriately distributed, and related to the duties listed in Section 2 above. In addition, he shall be expected to complete at least one course in Methods of Teaching Speech in Secondary Schools together with appropriate successful experiences in directed or supervised teaching.

It is assumed, of course, that the prospective teacher of speech will have elected courses in at least three of the academic areas of humanities, social studies, biological sciences and physical sciences.

The Speech Association of America recommends that school administrators assign only certified teachers of speech to classroom instruction in speech and to the speech activities.²⁴

Any inferences drawn from this last segment of the literature would of necessity include the concept that there is an increasing awareness on the part of legal boards of education, authorities in the field of speech teacher education, and professional educational associations that there is a need for establishing greater academic requirements for teachers of speech in the secondary schools.

This need is founded upon the diversity of roles that the adequate speech teacher should be able to perform. The array of courses recommended for the undergraduate to complete before being certified in speech are designed to qualify him, according to Robinson and

²⁴Rupert Cartright, et al., "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," Speech Teacher (Columbia, Mo.; Feb., 1964), pp. 69-70.

Kerikas, to function within the following areas:

(1) To formulate wholesome and desirable attitudes toward a speech performance; (2) to provide information and theoretical principles needed for speech development; (3) to correct and improve the personal speech habits of the pupils with whom he works; (4) to develop in his students greater skill and proficiency in all types of speech activity. These can be divided into basic skills in speech and specialized types of performances.²⁵

All recommendations for increasing the quantity of undergraduate requirements in speech teacher preparation programs appear to be predicated on the assumption--the greater the quantity of preparation, the greater the quality of the teaching performance--and in each piece of literature reviewed, the area of directing speech activities was considered as an integral part of the teacher's preparation.

Teachers of speech who carry out their full responsibilities are making a vital contribution to the personal and intellectual growth of their students. These teachers and coaches of speech activities should be as academically qualified in the speech discipline as those in any academic field of study.

Although there is an abundance of literature and research concerning the legal requirements for certification of speech teachers by state boards, the recommendations for speech teacher preparation programs by professional organizations, and expostulations concerning standards by authorities within the field, no descriptive study concerned with the Oklahoma Secondary speech teacher was found.

²⁵Robinson and Kerikas, op. cit., pp. 44-45.

CHAPTER IV

PRESENTATION OF DATA

Introduction

Data presented in this chapter were obtained from three sources: (1) the institutions of higher education in Oklahoma who offered a B.A. program in speech teacher education; (2) the secondary speech teacher who had been designated by the principal of his school as the director of the speech activities program; and (3) the State Finals roster of qualified speech contestants prepared by the chairman of the Oklahoma Secondary School Activities Association (O.S.S.A.A.). All data were gathered during the 1968-1969 school year.

The speech department chairman (or a staff member chosen by him) of each college and university in Oklahoma that offered a B.A. degree or a certification program in speech teacher education completed a questionnaire concerning the undergraduate requirements in his school. The completed questionnaire reflected the requirements that were in effect during the 1968-1969 school year. Seventeen institutions offered such a program; the responses from all 17 schools are reported.

Data pertinent to the secondary speech teacher resulted from a questionnaire that was mailed to each speech teacher whose secondary school was a member of the speech segment of the O.S.S.A.A. The membership list of the 1968-1969 school year was used.

The membership list included the name of the school, the name

of the speech activities director, and whether the school was classified A or B. The data reflect the responses of the 142 members listed in the official directory.

Data pertaining to the success of secondary school speech students were taken from the published list of the O.S.S.A.A. The list gave the name, school, and speech contest event in which each student qualified for State Finals. The students qualified for State Finals by having been ranked among the highest four contestants in their event during the O.S.S.A.A. sponsored Regional Tournament. Students qualify for Regional competition by being judged as one of the best three students in each competitive event in which they enter in the O.S.S.A.A. sanctioned Invitational meets. Approximately 3,500 individual secondary students compete in the Invitational Tournaments. Over 1,000 of the students qualified for Regional competition and 351 entries qualified and competed in the State Finals. The State Finals were held on the campus of Central State College in Edmond, Oklahoma, during April, 1969.

Examination of the Data

Characteristics of Institutional Source

Since this study did not in any measure purport to evaluate the quality of speech teacher training programs of the institutions of higher education in Oklahoma, the institutions will not be identified by name. A letter symbol will be used to designate each of the 17 institutions who offered a program leading to the B.A. in speech education which, when completed, qualified the student for certification by the Oklahoma State Department of Education.

A cursory review of the catalogs of various Oklahoma colleges appeared to show a variation of as much as 75 percent in total hour requirements among the schools for the B.A. degree in speech education. An effort to decide exactly what speech subject matter courses the candidates in various colleges took that were common to all was found to be futile. The difficulty in deciding what courses were common to all candidates was caused, in part, by an inability to comprehend the content of a course by its catalog description. In order that the ambiguity in course categorizing could be reduced, each speech department chairman was asked to rather arbitrarily categorize his course requirements within the framework of those listed in Table III. These categories are not necessarily discrete in content and definition.

Oklahoma institutions of higher education, according to Table III, vary in their total credit hour requirements for the B.A. in speech education from the minimum of 24 (school Q) which is required by the State Board of Education to a total of 42 (School A). This range indicates that for a student in School A to complete his degree in the same field as a student in School Q, he must complete 75 percent more work in the discipline.

The data in Table III indicate some elements of consistency within the curricula structure of the colleges. Columns two (interpretation) and five (public address) are required by 16 of the 17 schools. Although broadcasting is required by only four of the 17 surveyed, it is required by four of the five schools who require the largest number of credit hours. One other factor which appears to bear noting is that 80 percent of the schools require a methods of teaching course.

The other 20 percent could conceivably have the requirement satisfied in the education departments at their colleges.

TABLE III

NUMBER OF CREDIT HOUR & TYPES OF COURSE REQUIREMENTS FOR B.A. IN
SPEECH EDUCATION IN OKLAHOMA COLLEGES, 1969

School	Number of Credit Hours in Each Type of Course*														
	F O R.	I N T.	A C T.	C T H.	P A D.	S C R.	D I R.	T H R.	C O R.	B D C.	R H T.	D I S.	M T H.	O** T H.	T O T
A	A	4	0	2	2	3	3	2	2	0	2	2	2	4	42
B	0	3	0	0	3	3	0	0	3	2	0	0	3	19	36
C	3	3	0	0	3	3	3	3	1	1	3	3	3	4	35
D	3	3	3	0	3	2	3	0	2	3	3	0	3	7	35
E	3	3	0	2	3	0	0	0	3	2	0	0	2	16	34
F	3	3	3	2	3	3	6	0	3	0	4	3	0	0	33
G	2	3	3	0	6	3	6	2	3	0	0	0	0	4	32
H	0	3	0	0	3	0	0	0	2	0	3	0	2	19	32
I	0	3	3	0	3	0	0	0	2	0	0	0	0	16	32
J	4	4	2	3	5	0	0	0	0	0	3	1	0	7	30
K	3	3	3	0	0	3	3	3	0	0	0	3	3	6	30
L	0	3	3	0	3	3	0	3	0	0	0	3	3	9	30
M	2	3	0	0	6	2	0	0	3	0	6	0	3	5	30
N	6	2	2	0	3	3	3	0	3	0	0	0	3	3	28
O	3	3	3	0	3	0	0	0	3	0	0	3	2	8	28
P	6	0	3	0	6	0	0	0	0	0	0	0	2	9	26
Q	2	3	3	0	3	3	3	0	0	0	2	3	2	0	24

*Full title of course areas represented by the abbreviations are FOR.=forensic, INT.=interpretation, ACT.=Acting, CTH.=Communication theory, PAD.=public address, SCR.=stagecraft, DIR.=directing, THR.=therapy, COR.=correction, BDC.=broadcasting, RHT.=rhetoric, DIS.=discussion, MTH.=methods, OTH.=other, and TOT.=total.

**Column 14 (OTHER) contained electives and other courses which were required for those students who were specializing in some areas of speech education, e.g., dramatics, interpretation, debate.

While the data reported in Table III establishes the number of

credit hours and types of courses the undergraduates in speech education in Oklahoma were required to complete, whether or not the secondary speech teachers in Oklahoma are actually graduates of Oklahoma colleges needed to be determined. The purpose of Table IV is to reveal the institution from which these teachers of speech graduated, the classification (A or B) of the secondary school in which they taught, and whether or not they were successful in their efforts to qualify students for the State Finals competition.

Due to a paucity in the number of students graduating from any one institution, caution must be used in drawing broad inferences from Table IV. There does, however, appear to be some valid information concerning the source and success of Oklahoma secondary school speech teachers.

Approximately 89 percent of all who are teaching in the O.S.S.A.A. membership schools are graduates of Oklahoma institutions of higher education. Only 16 of the 140 teachers who reported the college from which they received their degrees, reported that they were from out-of-state schools.

No single institution dominates the speech teacher training program in Oklahoma, for the largest number of graduates from any one college is less than 15 percent of the total population of teachers surveyed.

Although less than one-third (28 percent) of the teachers surveyed taught in Class A schools, they did maintain a higher degree of success in placing students in the State Finals competition (57 percent success in Class A and 33 percent success in Class B).

TABLE IV
 INSTITUTIONAL SOURCE OF OKLAHOMA SECONDARY SPEECH
 TEACHERS IN 1969, CLASSIFIED ACCORDING TO
 CLASSIFICATION OF SCHOOL IN WHICH THEY
 TAUGHT AND SUCCESS OF STUDENTS*
 IN SPEECH COMPETITION

Graduated From School	Taught in Class A Schools			Taught in Class B Schools			Total Number Graduated
	Placed Students in Finals			Placed Students in Finals			
	Yes	No	% Yes	Yes	No	% Yes	
A	0	0	0	0	1	0	1
B	2	0	100	1	0	100	3
C	3	1	75	4	7	36	15
D	2	1	66	1	5	17	9
E	0	1	0	2	2	50	5
F	0	1	0	2	3	40	6
G	2	4	33	4	10	29	20
H	0	0	0	0	0	0	0
I	0	1	0	3	4	33	8
J	0	0	0	0	1	0	1
K	4	2	66	2	2	50	10
L	0	0	0	0	0	0	0
M	1	0	100	1	1	50	3
N	1	0	100	3	5	37	9
O	5	1	82	3	5	37	14
P	0	2	0	5	8	37	15
Q	0	1	0	1	3	25	5
Out of St.	<u>3</u>	<u>2</u>	<u>60</u>	<u>2</u>	<u>9</u>	<u>18</u>	<u>16</u>
Totals	23	17	57	34	66	33	140

*Success of students in speech competition was determined by whether or not the teacher's students had succeeded in winning a place in the O.S.S.A.A. State Finals competition.

**One teacher did not indicate his Alma Mater and one had graduated from a state college that didn't offer an undergraduate degree in speech.

The diversity in the number of undergraduate credit hours in the speech discipline among the Oklahoma colleges for the B.A. degree in speech teacher education is the basis for Table V. Information

revealed in this table proposes to place in perspective the relationship, if any, between the quantity of undergraduate preparation in the speech discipline as done by the speech student in working toward his B.A. in speech education and the "success" of that student when he becomes a teacher of speech in the secondary schools. His "success" as portrayed in Table V is determined in this case by whether or not he was successful in coaching his students to a level of competence which afforded them a place in the O.S.S.A.A. State Finals Tournament.

Caution must be taken when endeavoring to generalize from Table V. This caution is due to the small number of students available in the extreme upper end of the range and relatively small number available at the lowest point.

Students who attended the least demanding schools (26 and 24) did not appear to do as well as those who attended the more demanding ones. Yet, there does not appear to be any appreciably greater amount of success associated with a greater quantity preparation. For example, the students who had been required to acquire 28 undergraduate credit hours for the degree did better--56 percent to 35 percent--in placing their students in State Finals than those undergraduates whose work included 32 credit hours.

During the developmental process of this study, consideration was given to the presentation in tabular form of the public, private, and out-of-state college graduates who were teaching in the O.S.S.A.A. membership schools. However, since only 15 speech teachers were graduates of private colleges and only 16 were graduated out-of-state, the small percentage of the total--9 percent private and 11 percent out-of-state--did not seem to be large enough to justify making valid

conclusions concerning any difference that may have been discovered.

TABLE V

A COMPARISON OF THE NUMBER OF CREDIT HOURS OF SPEECH REQUIRED FOR THE B.A. IN SPEECH EDUCATION IN OKLAHOMA COLLEGES WITH THE SUCCESS OF GRADUATES IN PLACING STUDENTS IN STATE FINALE* IN 1969

No. Hours Required**	School	Total Grads.	Placed in State Finals		
			No. Did	No. Didn't	% Did***
42	A	1	0	1	0
36	B	3	3	0	100
35	C,D	24	10	14	42
34	E	5	2	3	40
33	F	6	2	4	50
32	G,H,I	28	9	19	35
30	J,K,L,M	14	8	6	57
28	N,O	23	12	11	56
26	P	15	5	10	33
24	Q	5	1	4	20

*State Finals for member schools of the O.S.S.A.A.

**Since as many as four Oklahoma colleges require the same number of credit hours for the undergraduate degree, the 17 schools are all represented in this column. No out-of-state schools nor their graduates are included.

***The average percentage of all O.S.S.A.A. member coaches (both Class A and B) who qualified students for State Finals was 40.0 percent.

In Oklahoma, there are five different certificates representing five different levels of academic preparation issued for the purpose of teaching speech in the secondary schools. When a person has completed one of the five steps (see page 7 of this study) he may apply to the State Board of Education and receive a certificate which legally qualifies him to teach speech. Many teachers of speech spend part

if not most of their time teaching other subject matter in addition to their speech teaching courses. And since the speech courses may well be their minor teaching assignment, it was suspected that many of the teachers were teaching speech with a certificate that represented a small degree of preparation in the academic discipline of speech possibly a Language Arts certificate which requires only six undergraduate credit hours in speech.

One other consideration which prompted the gathering of information which is revealed in Table VI, was concerned with speech teachers who had minored in speech. A teacher may receive a Provisional or a Temporary certificate in speech by completing 18 hours of undergraduate speech course work. Might not those undergraduates who attended colleges where a far greater credit hour demand was made for the major, decide to take the minor (18 credit hour) route? If a student completes a minor in speech, he settles for a teaching certificate representing less preparation in the field--a Provisional or Temporary certificate.

Reflected in Table VI are the findings from a survey of the 142 teachers whose schools were members of the O.S.S.A.A. These teachers revealed the type of certification with which they were teaching speech and coaching the speech activities program during the 1968-1969 school year. They also indicated in the survey the college or university from which they received their certification programs.

Indicated in Table VI is the fact that the four largest state colleges (each of which was a teachers college prior to 1939) produced approximately 45 percent of the secondary speech teachers in Oklahoma whose schools were members of O.S.S.A.A. Of the 142 respondents, 58

TABLE VI

TYPE AND INSTITUTIONAL SOURCE OF SPEECH CERTIFICATES
EARNED BY O.S.S.A.A. MEMBERS IN 1969

College**	No. Held By Teachers	Type of Certificate Earned*				
		No. of Prof.	No. of Std.	No. of Prov.	No. of Temp.	No. of L. A.
G	20	0	13	1	1	5
C	15	0	6	1	1	7
P	15	0	8	0	0	7
O	14	1	8	0	0	5
K	10	0	7	0	0	3
M	9	0	3	1	0	5
D	9	0	8	0	0	1
I	8	0	2	0	0	6
N	6	0	2	0	0	4
Q	5	0	3	0	0	2
E	5	0	4	0	0	1
B	3	0	3	0	0	0
M	5	0	3	0	0	0
J	1	0	1	0	0	0
***	1	0	0	0	0	1
H	1	0	0	0	0	1
Out-of-State	16	0	10	2	0	4
Not Stated	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	142	1	82	5	2	52

*Type of certificate refers to the five different certificates any of which legally qualifies a teacher to teach a speech class in an Oklahoma secondary school. Column one, under type of certificates earned, indicates the professional certificate which requires the/equivalent of a Master's degree with a minimum of 24 undergraduate credit hours in speech and eight graduate hours. Column two indicates the Standard Secondary Speech certificate which includes a minimum of 24 undergraduate hours in speech. Column three indicates a Provisional Speech certificate which requires 18 undergraduate hours of speech among other academic requirements. Column four indicates a Temporary speech certificate which has the speech hour requirements as a Provisional but indicates a lack of professional education requirements. Column five indicates a Language Arts certificate which requires six hours of undergraduate speech. The holder of a Language Arts certificate can teach speech as a minor assignment only.

***Alphabetical indication for each college corresponds with demands of the institution in number of speech credit hours required for B.A. in speech education.

***This institution does not offer an undergraduate degree for speech majors. It does offer enough credit hours in speech for the Language Arts Certificate.

percent held Standard or Professional certificates while the other 42 percent held the less highly rated certificates of Provisional, Temporary, and (as far as speech preparation was concerned) Language Arts. Of the 82 higher-rated certificates (professional and standard), four colleges--G, C, D, and O--graduated 45 percent of the teachers who held these certificates.

There appears to be no greater difference between the quality of certification held by teachers who graduated from Oklahoma institutions of higher education and those from out-of-state. Approximately 58 percent of the in-state graduates held the two highest levels of certification and 62 percent of the out-of-state graduates held the same quality of certification.

One of the basic concerns that stimulated and motivated this study toward fruition was the wide range in latitude of academic requirements any one of which led to the certification of persons as teachers of speech in the secondary schools of Oklahoma. After the completion of other specified amounts of course work in the undergraduate schools of higher education, a student can qualify for a certificate to teach speech and direct speech activities in secondary schools by electing to take as little as six credit hours or be required to take as many as 42 college credit hours in speech.

The purpose of Table VII is to present the data collected from the 142 secondary teachers of speech whose school- were members of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) speech segment, during the school year 1968-1969. Each teacher was teaching either in a Class A school (enrollment over 500) or a Class B school (enrollment less than 500). All 142 responded to the question

pertaining to the type of certificate with which they were teaching speech. Each teacher surveyed was coaching the speech activities program (contest) for his school.

Whether or not a teacher was successful in coaching his speech activities program was determined by his students' having won a place in State Finals competition. In order to qualify for State Finals, the student had to be ranked among the top four contestants in the event he entered in an O.S.S.A.A. sponsored Regional Tournament. Students are allowed to compete in Regional Tournament competition if they have been judged as one of the top three contestants in an O.S.S.A.A. sanctioned Invitational Tournaments.

Speech membership in the O.S.S.A.A. includes 40 schools classified as Class A and 102 classified as Class B. The Standard Secondary Speech certificate is held by those who have completed a B.A. degree which included a minimum of 24 credit hours of speech.

In Class A, 80 percent of the teachers held the Standard Secondary Speech certificate while 49 percent of those who taught in Class B schools held a certificate of equal rank. In Class A, 15 percent of the teachers held the Language Arts certificate which requires a minimum of six hours of undergraduate speech preparation and 47 percent of the Class B school teachers held this type of certificate. The other types of certificates--Provisional Speech and Temporary Speech certificates were held by about 7 percent of those who taught in Class B schools. There was only one Professional Speech certificate held by the 142 teachers. This certificate, which requires a Masters Degree that includes a minimum of eight graduate hours beyond the Standard Secondary Speech certificate, was held by a teacher in a school of Class B classification.

TABLE VII

TYPE OF CERTIFICATE HELD BY OKLAHOMA SECONDARY SPEECH TEACHERS IN 1969, ACCORDING TO CLASSIFICATION OF THEIR SCHOOL, AND WHETHER OR NOT THEIR STUDENTS WERE ENTERED IN O.S.S.A.A. STATE FINALS*

Type of Certificate	Classification of School**					
	Place in Class A Finals			Place in Class B. Finals		
	Yes	No	%Yes	Yes	No	%Yes
Prof.	0	0	0	1	0	100
Standard	19	13	60	19	31	38
Provisional	1	1	50	2	1	66
Temporary	0	0	0	0	2	0
L. A.	<u>3</u>	<u>3</u>	<u>50</u>	<u>12</u>	<u>34</u>	<u>26</u>
Totals	23	17	57	34	68	33

*N.=142 secondary teachers of speech whose schools were members of the Oklahoma Secondary School Activities Association. Each teacher had been designated by the administration of the school as the director of speech activities.

**Secondary schools with a student enrollment of less than 500 are classified as Class B by the speech segment of O.S.S.A.A. Those with a student enrollment of over 500 are classified as Class A schools.

In order to win a place in the O.S.S.A.A. State Finals, a student must have placed among the highest four contestants in the event he entered in an O.S.S.A.A. sanctioned Regional Tournament. He qualified for the Regional Tournament by virtue of being ranked among the top three contestants in an O.S.S.A.A. sanctioned Invitational Tournament.

In the schools designated Class A, 60 percent of the teachers

who held the Standard certificate had students who qualified for State Finals while the average for all Class A teachers, including all five types of certificates, was 57.5 percent.

In the schools designated Class B, 42 percent of the teachers who held the Standard certificate had students who qualified for State Finals, while the average of all teachers, including all five types of certificates, was 36 percent.

There were two Provisional Speech certificates held by teachers in Class A schools and one of the two, or 50 percent, had students who qualified for State Finals. There were no teachers in Class A schools teaching speech with a Temporary Speech certificate.

In Class B schools, three teachers were teaching with a Provisional Speech certificate. Two of the three, or 66 percent had students who had qualified for State Finals competition. Of the two teachers in Class B schools who were teaching speech while hold a Temporary Speech certificate, neither had students who had qualified for State Finals competition.

There were six teachers in Class A schools who were teaching speech with a Language Arts certificate. Three, or 50 percent, of those teachers had students who qualified for State Finals. The schools categorized as Class B had 46 teachers who were teaching speech with a Language Arts certificate. Of these 46 teachers, 29 percent had students to qualify for State Finals. The percentage for all Class B Teachers, including all types of certificates, was 33.3 percent.

Sex and Age Characteristics

Two relatively discrete characteristics that appeared to be important to a descriptive study of this type were the age and sex of those who participated in the study. If a profile of the secondary school speech teachers of Oklahoma whose schools were members of the Oklahoma Secondary Schools activities Association (O.S.S.A.A.) were to be complete, the inclusion of these two variables seemed necessary.

The sex and age variables were considered from various vantage points to facilitate the following observations: (1) the male to female ratio of secondary speech teachers; (2) the age distribution of male and female teachers in Class A schools; (3) the age distribution of male and female teachers in Class B schools; (4) the age distribution of those teachers who placed students in the State Finals; (5) the age distribution of those teachers in Class A schools who placed students in State Finals; (6) the age distribution of those teachers in Class B schools who placed students in State Finals; (7) the age distribution of the males who placed students in State Finals; and (8) the age distribution of the females who placed students in State Finals.

Table VIII was designed to give information concerning the age distribution of the male and female teachers of speech in the secondary schools of Oklahoma during the 1968-1969 school year. These 142 teachers had been designated by their administrators as directors of their school's speech activity program. Each school represented was a member of the Oklahoma Secondary Schools Activities Association. The data were also segmented into the classification of schools in which the teachers taught. Class A schools had a secondary school enrollment of over 500 students while Class B schools had an enrollment

of less than 500.

TABLE VIII
AGE DISTRIBUTION OF OKLAHOMA MALE AND FEMALE
SECONDARY SPEECH TEACHERS ACCORDING TO
CLASSIFICATION OF SCHOOL IN WHICH
THEY TAUGHT*

Age	Male		Female		Total in Age Group
	Classification of School		Classification of School**		
	A	B	A	B	
21-25	3	5	9	17	34
26-30	4	6	5	14	29
31-35	3	5	4	7	19
36-40	0	1	3	14	18
41-45	0	0	2	4	6
46-50	0	3	2	7	12
51-55	1	4	0	3	8
56-60	1	1	1	9	12
61-65	1	0	0	1	2
Over 65	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
Total	13	25	27	77	142

*There were 142 Oklahoma secondary speech teachers included in the survey. Each teacher was the speech activities director for his school which was a member of the O.S.S.A.A. during the 1968-1969 school year.

**Secondary schools in Oklahoma are designated Class A by the O.S.S.A.A. if they have a student enrollment of over 500. If the school has less than 500 enrolled, it is classified as a Class B school.

The data in Table VIII appear to indicate that the age grouping of the secondary teachers of speech in Oklahoma had a tendency to

Gather toward the younger age levels. Of the 142 persons studied, 63 (44 percent) of them were under 31 years of age as represented by the first two frequency groupings and 3 (2 percent) were noted to fall within the bounds of the two oldest age groupings which included those persons over 60 years of age. Seventy-seven (54 percent) of the speech teachers were between the ages of 31 and 60.

Figure 1 was designed to give a graphical picture of the age distribution of the male and female secondary teachers of speech who taught in the Oklahoma Class A schools during the 1968-1969 school year. During the 1968-1969 school year, there were 40 speech teachers whose Class A schools had placed membership with the Oklahoma Secondary Schools activities Association. Of these 40 Class A school teachers of speech, 13 were male and 27 were female.

In Figure 1, the age and sex profile of 40 secondary speech teachers are presented. These teachers directed the speech activities programs in Oklahoma Class A schools (enrollment over 500) during the 1968-1969 school year. All schools were members of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.).

Of the 13 male teachers, 25 percent were within the youngest age group (21-24 years) and 53 percent were under 31 years of age. When the first three age groups were totaled, Figure 1 revealed that 75 percent of all male teachers of speech in the O.S.S.A.A. member Class A schools were under 36 years old.

The data in Figure 1 indicated there was a more gradual decline in the age distribution of the female teachers. The first age group (21-25) included 33 percent of the females and the second youngest age group (26-31) contained another 18 percent of that sex. With the

inclusion of the third youngest segment (31-35); 66 percent of the female teachers fall within those categories.

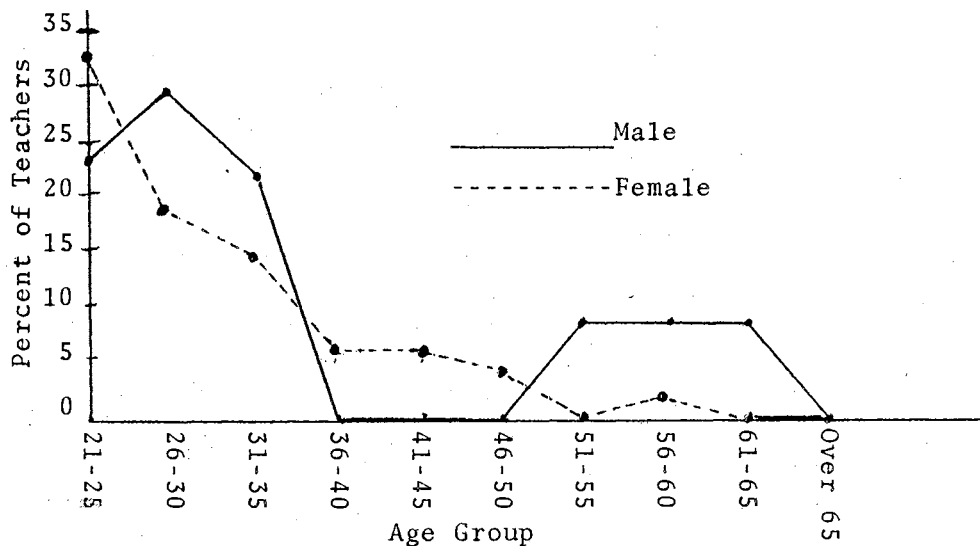


Figure 1. Age Distribution of Male and Female Secondary Speech Teachers in Class A Schools That Belonged to the O.S.S.A.A. During the 1968-1969 School Year. N.=13 Male and 27 Female.

According to the data in Figure 1, the male teachers of speech in the Class A schools that belong to the speech segment of the O.S.S.A.A. are slightly younger than their female counterparts.

Figure 2 was designed to give a graphical picture of the male and female teachers of speech who taught in Class B schools (enrollment less than 500). Each one of the 102 teachers had been designated by his administrator as the director of speech activities for the school. All schools belonged to the speech segment of the Oklahoma

Secondary Schools Activities Association during the 1968-1969 school year. Of the 102 teachers, 25 were male and 77 were female.

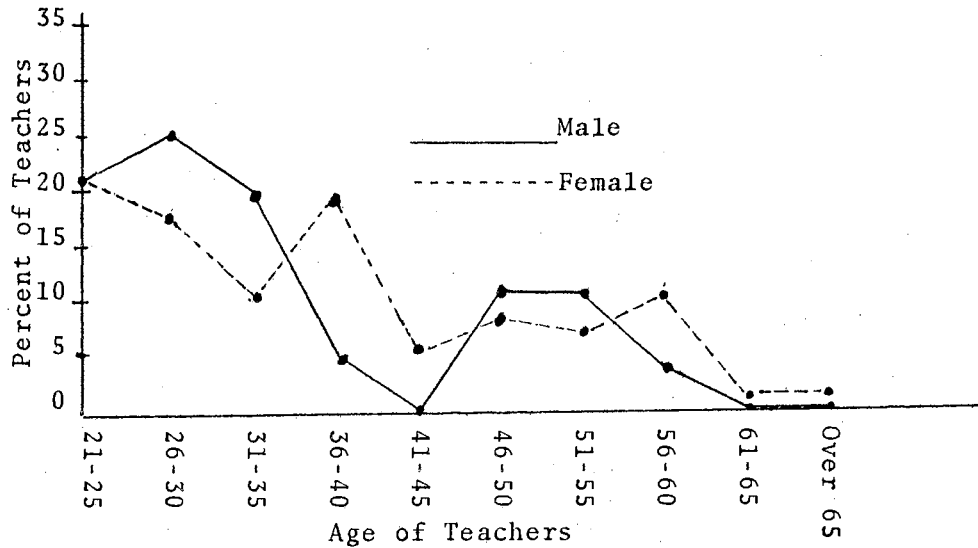


Figure 2. Age Distribution of Male and Female Secondary Teachers of Speech in Class B Schools Who Belonged to the O.S.S.A.A. During the 1968-1969 School Year. N. 25 Male and 77 Female.

The age and sex profile of 102 secondary speech teachers who directed the speech activities programs in the Oklahoma Class B schools (student enrollment less than 500) during the 1968-1969 school year was presented in Figure 2. All of the schools represented were members of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.).

Of the 25 male teachers, 21 percent were within the youngest age

group (21-24 years) and 46 percent were less than 31 years of age. When the first three groups of ages were totaled, 65 percent of the male population of Class B secondary school speech teachers were under 36 years old.

The age profile of the female teachers of speech in Figure 2 indicated that of the 77 women, 21 percent were in the younger age bracket (21-25). A total of 18 percent of the women were within the bounds of the second youngest group (26-31). And with the inclusion of the third youngest segment, (31-35) 48 percent of the female teachers who directed speech activities in the O.S.S.A.A. member schools were included.

According to the data in Figure 2, the male teachers of speech in the Class B schools that are members of the speech segment of the O.S.S.A.A. tend to be younger than their female counterparts.

The purpose of Figure 3 is to present an age profile of the 142 secondary speech teachers who attempted to qualify their students for the 1969 State Finals.

Each teacher whose school was a member of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) answered the segment of the questionnaire mailed to them concerning their age. There were 142 teachers who replied.

Whether or not a teacher had been successful in qualifying any of his students for the O.S.S.A.A. State Finals in speech activities was determined by the name of the teacher's student being listed on the official State Finals roster of the O.S.S.A.A. The State Finals speech competition was held at Central State College, Edmond, Oklahoma, June 12, 1969.

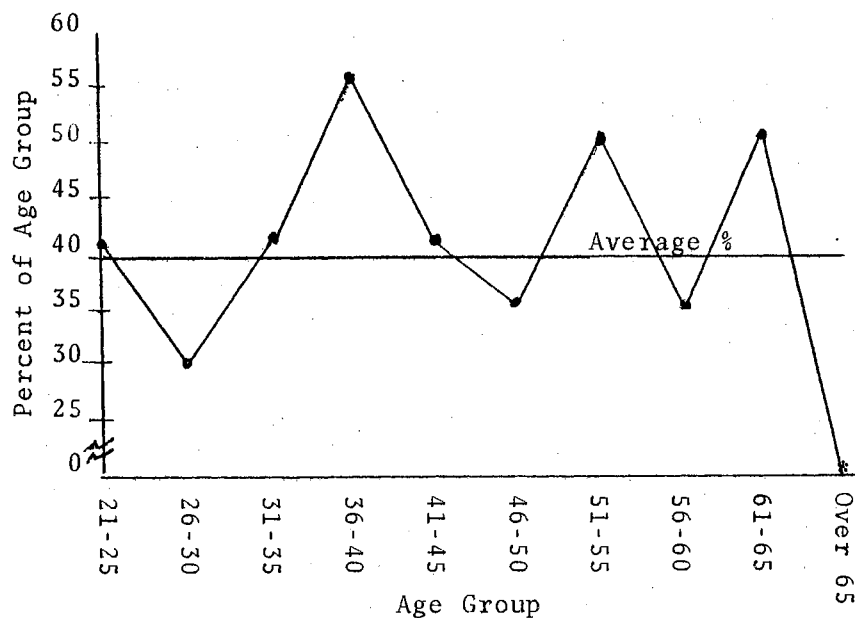


Figure 3. Percentage of Age Group of Secondary School Speech Teachers Whose Students Qualified for the 1969 O.S.S.A.A. State Finals. N.=142.
*Only one teacher was in this age category.

According to the data in Figure 3, the most productive years for the secondary speech teacher whose school was a member of the O.S.S.A.A. was within the 36-40 age group. While 57 (40 percent) of the 142 persons included in the survey had been successful in qualifying their students for State Finals, 56 percent of those teachers in the 36-40 age group had successfully qualified their students for the State Finals.

The least successful group of teachers included in the study was the 26-30 age group. There were 29 teachers who reported their ages

as being within the bounds of the 26-30 age category and 20 of them (70 percent) failed to place their students in the O.S.S.A.A. State Finals.

The purpose of the following area of observation was to attempt to determine the age distribution of those teachers of speech who placed students in State Finals according to classification of the school in which they taught.

There were 40 speech teachers in 1968-1969 whose Class A schools (student enrollment over 500) had placed membership with the speech segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.). Twenty-three (57 percent) of the Class A school speech teachers had placed students in the O.S.S.A.A. State Finals competition.

In Class B school competition (student enrollment less than 500) entered in the speech segment of the O.S.S.A.A. sponsored competition. Thirty-four (33 percent) of the teachers were successful in having students placed in the State Finals competition.

Figure 4 presented in graphic form the percent of each age group in both Class A and Class B schools that succeeded in qualifying students for O.S.S.A.A. State Finals in speech.

Data in Figure 4 indicates that the 31-35 age group in Class A schools and the 36-40 age group in Class B schools were the most successful groups for their individual classification in sending their students to O.S.S.A.A. State Finals in speech. The 31-35 age group of Class A speech teachers exceeded the average of all Class A schools by 14 percent. Seventy-one percent of these teachers had students who had qualified for State Finals in speech. The 36-40 age group in

Class B schools exceeded the Class B school norm by 22 percent when 55 percent of this age category had students to qualify for State Finals in speech.

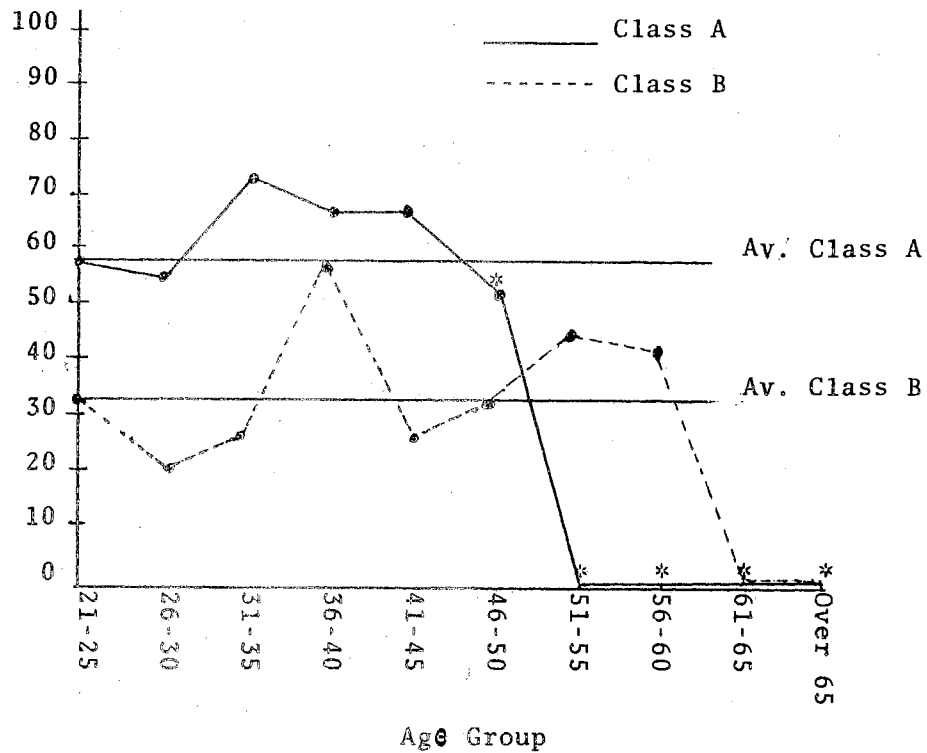


Figure 4. Percentage Distribution According to Age Group of Class A and B Speech Teachers That Had Students to Enter the O.S.S.A.A. State Finals in Speech During 1969. N.=142. *Less than three teachers were represented in these categories.

The five youngest age groups in Class A schools contained 88 percent of the Class A secondary speech teachers whose students had qualified for State Finals. The two youngest groups did not exceed the average of all teachers in Class A schools who had students to

win a place in the State Finals. However, the next three age groups--31-35, 36-40, and 41-45--managed to exceed the 57 percent average for all Class A schools.

The three youngest age groups of Class B schools accounted for 75 percent of the Class B secondary speech teachers who had students that qualified for State Finals. These three groups did not exceed the average for all speech teachers in Class B schools who had students to win a place in the State Finals. Only three age groups--36-40, 51-55, and 56-60--managed to exceed the average for all Class B schools of 32 percent.

The 142 secondary schools that had placed membership in the speech segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) for the 1968-1969 school year, had designated 38 males and 104 females as their speech activities directors.

The following area of consideration proposed to determine the percentage of success each sex achieved in qualifying their students for O.S.S.A.A. State Finals in speech activities. The speech teacher's students had qualified for State Finals by virtue of their having been judged as one of the four best entrees in his speech event when competing in the O.S.S.A.A. sponsored Regional Tournament. The students qualify for the Regional Tournament when they are ranked among the top three contestants in the events they enter at an O.S.S.A.A. sponsored invitational tournament.

Nineteen (50 percent) of the 38 male teachers of speech and 38 (36 percent) of the female speech teachers had students who qualified for the State Finals competition. In the 142 member speech segment of the O.S.S.A.A. in 1968-1969, 57 (40 percent) of the speech teachers

who had been designated by their administrators as speech activities directors had students to qualify for State Finals.

The intent of Figure 5 is to present the age distribution of the male and female secondary teachers of speech who had students that qualified for the O.S.S.A.A. State Finals in speech during the 1968-1969 school year.

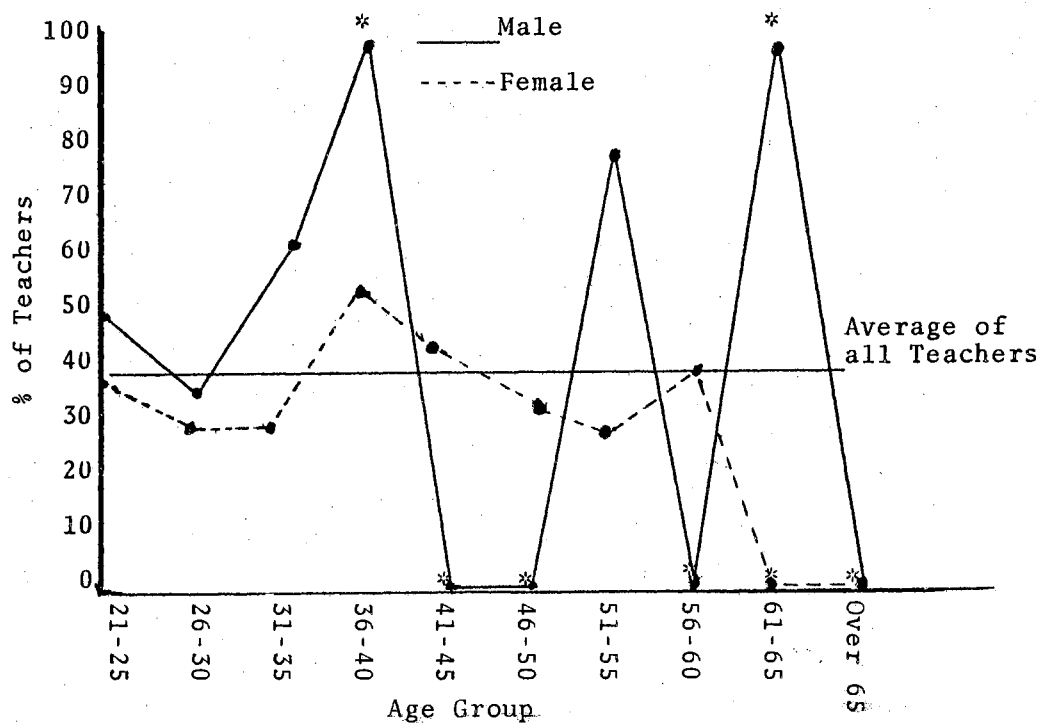


Figure 5. Percent Distribution According to Age Group of Male and Female Speech Teachers That Had Students to Enter the O.S.S.A.A. State Finals in Speech During 1969.
*Less than three teachers were represented in this age group. N.=38 males and 103 females.

The data in Figure 5 indicated that the male in all age groupings that represented three or more teachers stayed consistently above the 40 percent average. Twenty-six (70 percent) of the males were contained within the first three age categories--21-25, 26-30, and 31-35. The most productive age for the male in qualifying his students for State Finals appeared to be the 51-55 age category with 80 percent of these teachers having students who qualified.

The female teacher of speech exceeded the average for all teachers of speech in qualifying students for State Finals in two age groupings--36-40 and 41-45--that represented three or more teachers. The least productive years for the female appeared to be in the 26-30 (26 percent), 31-35 (27 percent), and the 51-55 (25 percent) age categories.

The mean for the male speech teachers was 33.42 years of age. For the female teachers the mean was 36.65 years. The mean for those teachers who were successful in placing their students in State Finals was 32.42 years for the male and 35-40 years for the female. The teachers who were successful in placing their students in State Finals tended to be slightly older than those who weren't successful since their mean was 34.42 years for the male and 36.11 for the female.

The next point at issue in the presentation of data was the matter of the relationship between the age of the teachers of speech and the type of certification under which each was authorized to teach in the secondary schools of Oklahoma.

There were 142 secondary teachers of speech who had been designated by their principals as the directors of speech activities for their secondary schools. Each school was an active member of the

Oklahoma Secondary Speech Activities Association (O.S.S.A.A.) during the 1968-1969 school year. All data in this segment were based on the answers given by the 142 activities directors when questioned concerning their age and the type of certificate with which they were teaching secondary speech during the 1968-1969 school year.

The purpose of Table IX is to present the data procured from the 142 O.S.S.A.A. members concerning their age, classification of schools in which they taught, and the type of certificate with which they were authorized to teach speech during the 1968-1969 school year.

The data in Table IX indicate that only one Professional Speech Certificate was held by the 142 speech activities directors and that certificate was held by a person in the age grouping of 46-50 who taught in a Class B school. The 21-25 age group accounted for 24 percent of the total complement of teachers in the survey and they held 30 percent of the Standard Secondary Speech Certificates. The 26-30 age group accounted for 20 percent of the teachers surveyed and they held 20 percent of the Standard Secondary Speech Certificates. The 31-35 age group contained 13 percent of the teachers and they held 12 percent of the Standard Secondary Speech Certificates. Within the bounds of the 36-40 age group there was 12 percent of the total number of speech teachers. This age group held 10 percent of the Standard Secondary Speech Certificates. The 41-45 age group accounted for slightly over 4 percent of the total population of the survey and they held 3 percent of the Standard Secondary Speech Certificates.

The percentage of the total population surveyed and the percentage of teachers in other age groups that were teaching speech classes and directing the speech activities programs with the Standard

Secondary Speech Certificate were as follows: 46-50 age group, 8 percent of total population and 6 percent of the "Standard" certificates; 51-55 age group, 5 percent of the total population and 4 percent of the "Standard" certificates; 56-60 age group, 7 percent of the total population and 7 percent of the "Standard" certificates; 61-65 age group, 1 percent of the total population and 2 percent of the "Standard" certificates; and those over 65 years of age accounted for 1 percent of the total population and 1 percent of the "Standard" certificates.

TABLE IX

AGE DISTRIBUTION OF OKLAHOMA SECONDARY SPEECH TEACHERS IN 1969,
ACCORDING TO CLASSIFICATION OF SCHOOL AND TYPE
OF CERTIFICATE

Age of Teacher	Type of Certificate									
	PROF.		STAND.		PROV.		TEMP.		L.A.	
	Class		Class		Class		Class		Class	
	A	B	A	B	A	B	A	B	A	B
21-25	0	0	10	15	1	1	0	0	1	6
26-30	0	0	7	10	1	0	0	1	2	8
31-35	0	0	6	4	0	0	0	1	1	7
36-40	0	0	2	7	0	2	0	0	1	6
41-45	0	0	2	1	0	0	0	0	0	3
46-50	0	0	1	4	0	0	0	0	0	7
51-55	0	0	1	3	0	0	0	0	0	4
56-60	0	1	2	4	0	0	0	0	0	5
61-65	0	0	1	1	0	0	0	0	0	0
Over 65	0	0	0	1	0	0	0	0	1	0
TOTALS	0	1	32	50	2	3	0	2	6	46

*N.=142 Secondary speech teachers who were directors of their school's speech activities program. School classification according to O.S.S.A.A. rules (A=enrollment over 500--B=enrollment under 500). Type of Certificate with which each teacher was authorized to teach speech during the 1968-1969 school year.

Of the 142 teachers included in the total population, 57 percent were authorized to teach speech with the Standard Secondary Speech Certificate. The greatest proportion of "Standard" speech certificates was held by the 21-25 age group. Seventy-three percent of the 21-25 age group held the "Standard" certificate.

Tenure in Teaching Characteristics

In order that a more complete profile describing the Oklahoma secondary speech teacher could be developed, this study included a segment concerning the tenure in the teaching profession. Each of the 142 speech activities directors whose secondary school had placed membership with the speech segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) was included in the data.

Two additional characteristics were brought under observation in this segment of the study in order to determine the relationship between the tenure of the teacher with his school's classification and the tenure of the teacher with whether or not his students qualified for the O.S.S.A.A. State Finals in speech. The O.S.S.A.A. classified a school as Class A if it had a secondary student enrollment of 500 or more. A school was classified as Class B if the student enrollment numbered less than 500. Whether or not a director had qualified any students for O.S.S.A.A. State Finals in speech was determined by the student's name appearing on the official roster of the State Finals Tournament.

The teachers placed their students in State Finals by virtue of their students having been judged as one of the four best entrees in his event when competed in the O.S.S.A.A. sponsored Regional

Tournament. Students qualified for the Regional Tournament if they were ranked among the top three competitors in the events they entered at an O.S.S.A.A. sponsored Invitational Tournament.

The data revealed that the 142 speech teachers, who were directing the speech activities program for their schools during the 1968-1969 school year, had taught a combined total of 1308 years. Their tenure in the teaching profession ranged from 1 year to 42 years. The mode for experience was 1 year, the median was 5 years, and the arithmetic mean was 9.21 years of teaching.

The purpose of Table X was to present in tabular form the data pertaining to any relationship that existed among the total number of years of teaching experience of each teacher, the classification of the school in which each teacher taught, and whether or not the teacher had placed students in the O.S.S.A.A. State Finals in speech competition.

Where five or more teachers were included in a years-of-experience category, the data in Table X indicated that in Class A those teachers with fewer number of years of experience in teaching school appeared to be less successful in placing their students in the State Finals competition. The 1-3 years-of-experience group contained 45.0 percent of the teachers in Class A and produced 43.4 percent of the Class A teachers who qualified students that entered State Finals. The 4-6 years-of-experience group contained 22.5 percent of the Class A school teachers, and produced about 21.7 percent of the Class A teachers who qualified students for State Finals. In all years-of-experience groups in Class A schools, the average percent of teachers who produced students who qualified for State Finals in speech was 57.5 percent.

TABLE X

NUMBER OF YEARS OF TEACHING EXPERIENCE OF OKLAHOMA
SECONDARY SPEECH ACTIVITIES DIRECTORS ACCORDING
TO CLASSIFICATION OF SCHOOL AND WHETHER OR
NOT THEIR STUDENTS ENTERED O.S.S.A.A.
STATE FINALS IN 1969

Years of Teaching Experience	Classification of School*					
	Class A			Class B		
	Placed Students in Finals**			Placed Students in Finals		
	Yes	No	%Yes	Yes	No	%Yes
1-3	10	8	55	10	24	29
4-6	5	4	55	3	21	12
7-9	3	1	75	5	6	45
10-12	2	1	66	1	3	25
13-15	0	0	0	5	1	83
16-18	0	0	0	2	2	50
19-21	0	0	0	3	2	60
22-24	2	0	100	1	1	50
25-27	0	1	0	3	2	40
28-30	1	2	33	0	2	0
31-33	0	0	0	0	1	0
34-36	0	0	0	0	1	0
37-39	0	0	0	0	0	0
40-42	0	0	0	1	2	33
Total	23	17		34	68	

*Classification of school is in accordance with the O.S.S.A.A. rules: student enrollment in secondary school of 500 or more, Class A; student enrollment of less than 500, Class B.

**The teachers placed their students in State Finals by virtue of their student being judged as one of the four best entrees in his event when competing in the O.S.S.A.A. sponsored Regional Tournament. N.=142 Secondary School speech teachers whose administrators had designated them as directors of the school's speech activities program.

In Class B where five or more teachers were included in a years-of-experience category, the most productive group in qualifying their

students for State Finals was the 13-15 years experience category. This (13-15) group contained 5.8 percent of the Class B school teaching component, and produced 14.7 percent of the Class B teachers who qualified for State Finals. The youngest years-of-teaching group (1-3) contained 33.3 percent of the teachers in Class B schools and produced 29.4 percent of the teachers who qualified students for State Finals in Class B. The 4-6 years-of-experience group contained 23.5 percent of the Class B teachers and produced 8.8 percent of the Class B teachers who had students who qualified for State Finals.

In the combined years-of-experience in Class B schools, the average percent of teachers who produced students who qualified for State Finals in speech activities was 33.3 percent.

Years of Teaching Experience According to Sex

There were 38 male and 104 female teachers of speech in the secondary schools of Oklahoma in 1968-1969 whose schools had placed membership with the speech activities segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.). The purpose of this segment of the study was to compare the years-of-teaching experience of those male and female teachers who were directing the speech activities program for their individual schools.

There were 142 secondary school speech teachers who were directing their school's speech activities program under the auspices of the O.S.S.A.A. The grand total number of years of teaching experience that had been accumulated by the activities directors was 1308. Year 1 was the mode, year 5 was the median, and 9.21 years was the mean number of years of teaching experience of the total population that

was surveyed ranged from 1 year to 42 years.

For the 104 female teachers in the population of secondary speech teachers surveyed, the data revealed the following figures: total years of teaching, 1011 years; mode, 1 year; median, 5 years; mean, 9.6 years; and range 42 years.

There were 38 male secondary teachers of speech of the total of 142 included in the study. The data pertaining to those 38 revealed the following figures: total years of experience in teaching, 297; mode, 2nd year and 6th year; median, 4th year; mean, 7.8 years; and range, 1-29 years.

Figure 6 was designed to depict the percentage of males and females in each years-of-experience category that were teaching speech and directing the activities program for their secondary schools during the 1968-1969 school year. Each person included in Figure 6 was his school's representative in the O.S.S.A.A. speech segment.

The males in the 1-3 years-of-teaching-experience group held the largest percentage (44 percent) of all groups. The highest percentage reached for the female in years-of-teaching-experience grouping was also the 1-3 years group. There were 34 percent of the females in that category. Generally, the data in Figure 6 indicated that the male had fewer years of experience in teaching than the female. No male had taught school for more than 30 years.

The purpose of Figure 7 was to depict the relationship between the total tenure in teaching of the 142 teachers according to whether their students were entries in State Finals in speech competition.

Figure 7 indicates that those teachers with less than seven years of teaching experience did not have as large a percentage of

their students to qualify for O.S.S.A.A. State Finals in speech activities as their more experienced colleagues.

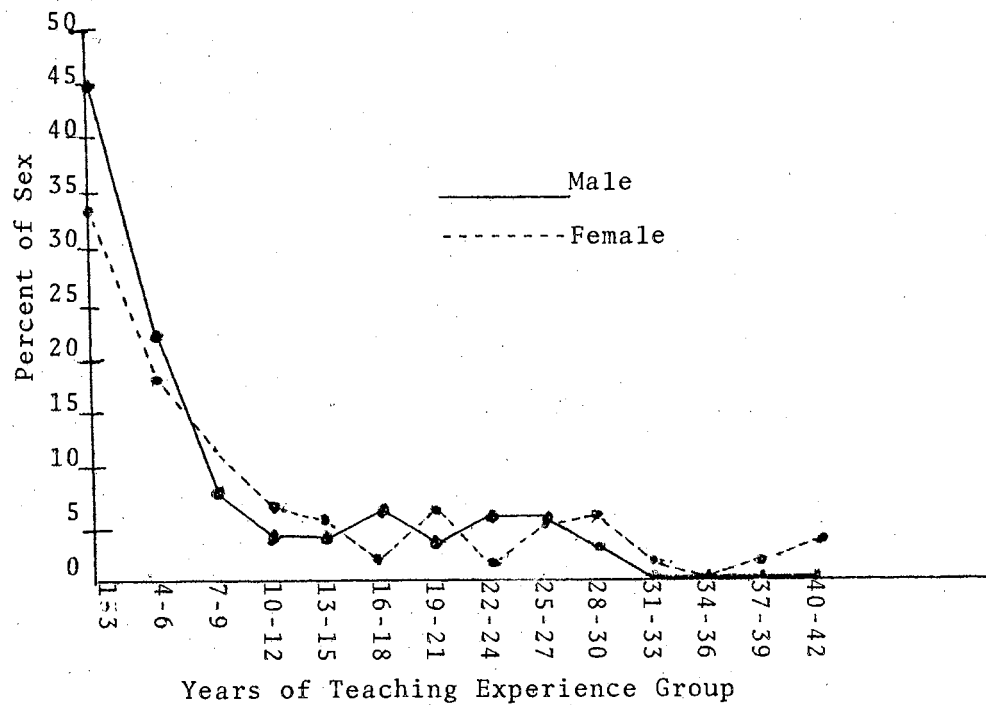


Figure 6. Percentage of Oklahoma Male and Female Secondary Speech Teachers According to Years of Teaching Experience. N.=38 males and 104 females.

The data in Figure 7 indicate the following percentages of the total population in each group and the percentage of State Finalists in speech activities produced by each group: 1-3 group, 36 percent total population of teachers and 35 percent of the finalists; 4-6 group, 22 percent of the total populations of teachers and 14 percent

of the finalists; 7-9 group, 9 percent of the total population of teachers and 12 percent of the finalists; 10-12 group, 6 percent of the population of teachers and 5 percent of the finalists; 13-15 group, 4 percent of the population of teachers and 9 percent of the finalists; 16-18 group, 2 percent of the population of teachers and 4 percent of the finalists; 19-21 group, 4 percent of the population of teachers and 5 percent of the finalists; 22-24 group, 4 percent of the population of teachers and 5 percent of the finalists; 25-27 group, 7 percent of the population of teachers and 5 percent of the finalists; 28-30 group, 4 percent of the population of teachers and 2 percent of the finalists; 31-33, 34-37, and 37-39 groups, less than two percent in both total population of teachers and percent of finalists; 40-42 group, 2 percent of population of teachers and 1 percent of the finalists.

In addition to other related factors, the data were selected for the purpose of determining whether the secondary teacher of speech with more years of experience in teaching tended to teach in a Class A or Class B secondary school.

The purpose of Figure 8 was to present in graphic form a line profile that represented the number of years of school teaching experienced by the 40 Class A and 102 Class B secondary school speech teachers in 1969.

According to the data in Figure 8, the Class A Secondary school teachers of speech who directed their school's speech activity program tended to have a larger percentage of teachers with less than 10 years of experience in teaching than did their counterparts in the Class B secondary schools. Over 77 percent of the Class A school

speech teachers had taught less than 10 years while 65 percent of the Class B school teachers had taught less than 10 years.

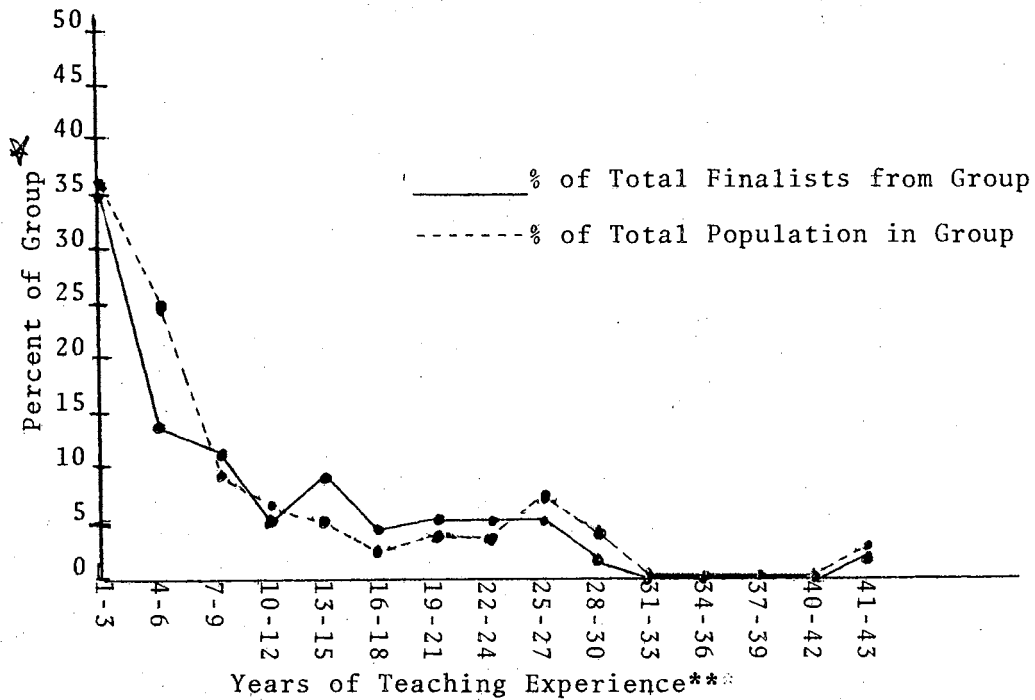


Figure 7. Number of Years of Teaching Experience of Oklahoma Speech Activities Directors in 1969 According to Whether or Not Their Students Qualified for State Finals. N.=142.

*To the nearest whole percentage point.

**Within the total population of 142 secondary school speech teachers surveyed, 40.2 percent had students who qualified for State Finals. Therefore, the percent of total finalists from each years-of-experience group should have been slightly less than the percent of the total population within each years-of-experience group.

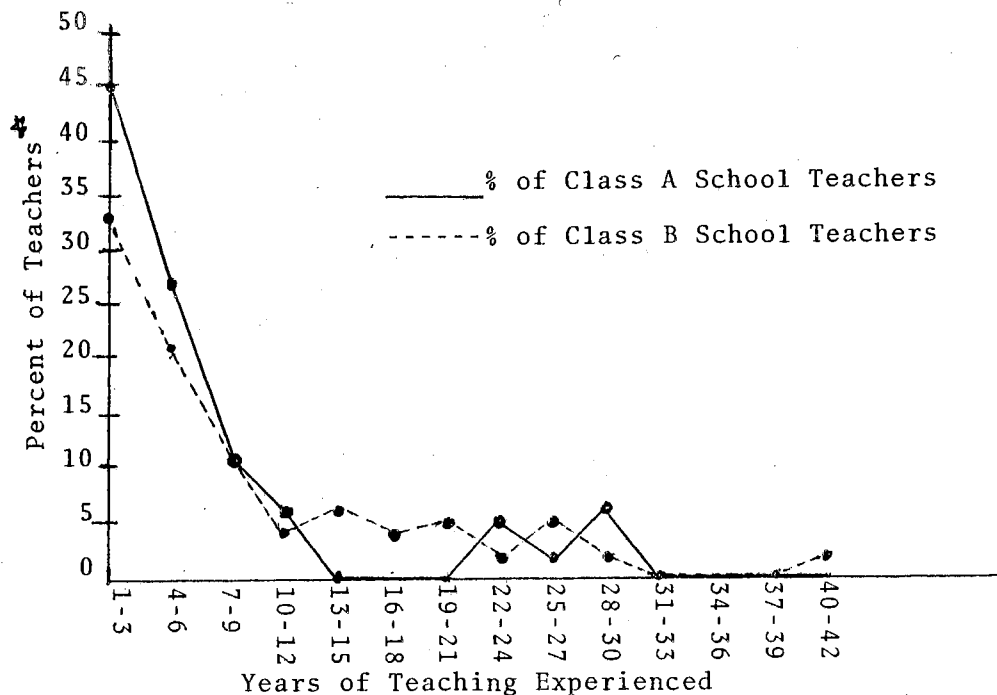


Figure 8. Percentages of Oklahoma Class A and Class B Secondary Speech Teachers According to Years of Teaching Experience Group.

*Percentages rounded-off to nearest whole.

An analysis of the data gathered concerning all years-of-experience groups of the 142 secondary speech teachers whose schools were members of the Oklahoma Secondary Schools Activities Association during the academic year of 1968-1969, revealed a slightly different view of the years-of-experience factor.

The following is an analysis of the data contained within Figure 8 concerning the Class A school teachers of speech: N., 40; range, 30 years; mode, 2nd year; median, 4.5 years; mean 13.3 years of experience; and total years of teaching, 300 years.

For the Class B school teachers of speech, the data in Figure 8

represents the following: N., 102; range, 42 years; mode, 1st year; median, 4.5 years; mean, 10.1 years; and total years of experience, 1008 years.

The presentation of data pertaining to the length of time the 142 secondary school speech teachers had taught in the secondary school was the next focal point for this study.

In response to a question concerning the number of years they had taught in the secondary schools, 71 percent of the females and 88 percent of the males stated that they had performed all of their school teaching duties in the secondary schools. Of the 40 males included in the survey, five reported that they had previously taught in the lower divisions of the schools. These five had taught a combined total of 43 years in lower divisions before beginning their secondary school teaching duties. The arithmetic mean for the total number of years spent in school teaching was 7.8 years for the male speech teacher. The arithmetic mean for the male speech teacher in teaching in the secondary school system was 6.6 years.

Thirty (29 percent) of the female teachers of speech who were teaching in the secondary system in 1968-1969 had previously taught school in a lower segment of the school system. These 40 females had taught a combined total of 169 years in the lower division. While the arithmetic mean for total years of teaching experience for the female was 9.6 years, the mean for secondary school teaching experience was 9.0 years.

Subsequent to the study of the total years of teaching experienced in all schools and the tenure in teaching in secondary schools, this study proposed to present data pertaining to the tenure of the speech

teachers at their present schools.

The response from the teachers reflected the number of years each speech teacher had taught at his present school. The survey was also designed to reveal the classification (A and B) of the school where each of the activity directors was employed.

The purpose of Table XI was to present in tabular form the data pertaining to any relationship that existed among the number of years each of the 142 speech activities directors had taught at his present school, the classification of the school at which each one taught, and the percentage of students from each group that was qualified for State Finals in speech activities.

When five or more speech teachers were included in a years-at-present-school category, the data in Table XI indicated that in Class A, those teachers with fewer years of teaching experience at their present school tended to be less successful in qualifying their students for State Finals than those teachers who had taught at their schools for a longer period of time. The 1-3 years-at-present-school group contained 57.5 percent of the Class A school teachers and produced 50 percent of the teachers who had students that competed well enough to be judged as qualified for State Finals from Class A schools. The 4-6 years-at-present-school group contained 22.5 percent of the teachers in Class A and produced 27.7 percent of the teachers who had students that qualified for State Finals in Class A.

In Class B where five or more teachers were included in a years-at-present-school category, the most productive group in qualifying students for State Finals was the 13-15 years group. This (13-15) group contained 6.8 percent of the population of Class B schools and

TABLE XI

NUMBER OF YEARS TAUGHT AT PRESENT SCHOOL OF OKLAHOMA
SPEECH ACTIVITIES DIRECTORS ACCORDING TO
CLASSIFICATION OF SCHOOL AND WHETHER
THEIR STUDENTS ENTERED O.S.S.A.A.
STATE FINALS IN 1969

Years at Present School	Classification of School*					
	Class A			Class B		
	Students Entered in Finals**			Students Entered in Finals		
	Yes	No	%Yes	Yes	No	%Yes
1-3	11	12	48	17	49	26
4-6	6	3	67	4	8	33
7-9	1	0	100	2	3	40
10-12	2	1	67	4	0	100
13-15	2	1	66	5	2	71
16-18	0	0	0	1	2	33
19-21	0	0	0	0	1	100
22-24	1	0	100	0	0	0
25-27	0	0	0	1	1	50
28-30	0	0	0	0	0	0
31-33	0	0	0	0	1	0
34-36	0	0	0	0	0	0
37-39	0	0	0	0	1	0
Total	23	17	57	34	68	33

*Classification of school is in accordance with the O.S.S.A.A. rules: student enrollment in secondary school of 500 or more, Class A; student enrollment of less than 500, Class B.

**The teachers placed their students in State Finals by virtue of their students being judged as one of the four best entries in his event when competing in the O.S.S.A.A. sponsored Regional Tournament. N.=142 Oklahoma Secondary school speech teachers whose administrators had designated them as directors of their school's speech activity program.

produced 14.7 percent of the teachers who qualified students for State Finals from Class B schools. The youngest years-at-present-school (1-3) contained 64.7 percent of the total population of Class B and produced 50.0 percent of the teachers who had students that qualified for State Finals. The 4-6 years-at-present-school group represented 11.7 percent of the Class B population and produced 11.7 percent of the teachers who had students that qualified for State Finals.

There were 38 male and 104 female teachers of speech in the secondary schools of Oklahoma during the 1968-1969 school year. Each of the teachers had placed membership in the speech segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.). This part of the study proposes to present the same data pertaining to the male and female teachers of speech who were directing their schools' O.S.S.A.A. program in speech activities during the aforementioned year. The data were relative to the years-at-present-school information gathered from the survey of the 142 teachers.

The total number of years the combined group of teachers had taught at their present schools was 715 years. Further analysis of the data revealed the following: mode, 1st year, median, 1.9 years; mean, 5.0 years. Since these same teachers had taught school for an average of 9.6 years, it appeared that 52 percent of their teaching had been done at their present locations.

For the 104 female teachers contained within the population surveyed, the data concerning how many years they had taught at their present school revealed the following information: range in years, 1 to 37; combined total number of years, 563; mode, 1st year; median, 1.9 years; arithmetic mean, 5.14 years. The mean number of years for

the female teachers who taught in Class A schools was 3.5. The mean for the females who taught in Class B schools was 6.0 years.

There were 38 male teachers of speech in the secondary schools who responded to the question concerning the number of years they had taught at their present school. The data pertaining to these 38 males and their tenure at their present teaching position revealed the following information: combined total number of years taught at their present school, 152; range in years, 1 to 24; mode, 1st year; median, 2 years; arithmetic mean, 4.0 years.

The males had taught school for a grand total of 297 years. They had taught at their present schools for 152 years. Therefore, the data indicated that the male teachers of speech had taught 48.9 percent of their teaching years at previous locations.

This study also proposed to determine if there were any relationships between the length of time a teacher had taught speech in the secondary schools and his success in qualifying his students for State Finals in speech. The 142 secondary teachers who comprised the speech segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) during the fall of 1968 were again the population surveyed in order to determine the relationship.

The population at risk was divided into Class A and Class B secondary schools according to the rules of the O.S.S.A.A. There were 40 schools classified as Class A. Thirteen male and 27 female teachers in the Class A schools had been designated by their administrators as the directors of speech activities. There were 102 schools classified as Class B. Twenty-five male and 77 female speech teachers had been designated by their administrators as the directors of speech

activities for these Class B schools.

The entire population of 142 O.S.S.A.A. members responded to the question on the survey concerning the number of years they had taught speech in the secondary schools. The purpose of Table XII was to present the data derived from the Oklahoma Secondary Speech Activity segment of the O.S.S.A.A. in 1968-1969. Table XII proposed to present in tabular form, data grouped according to the number of years the teachers had taught secondary speech, the classification (A and B) of school at which they taught, and the percentage of each group that had speech students to qualify for State Finals in speech activities in 1969.

Where five or more teachers were included in a years-of-teaching-speech category, the data in Table XII indicated that the teachers with less teaching experience in speech were generally less successful in having their students qualify for State Finals. The 1-3 years group contained 47.5 percent of all Class A teachers of speech and produced 43.3 percent of the Class A teachers who had students that qualified for State Finals. The 4-6 years group represented 30.0 percent of the Class A teachers and produced 26.8 percent of the teachers whose students qualified for State Finals. The more experienced teachers in Class A schools (7-30) contained 22.5 of the Class A teachers and produced 30.4 percent of the teachers whose students qualified for State Finals. The average percent of the 40 speech teachers who taught in Class A schools whose students qualified for State Finals was 57.5.

In Class B schools where five or more speech teachers were included in a years-of-teaching-speech category, the youngest group in experience (1-3) were the least productive in having teachers who

TABLE XII

NUMBER OF YEARS OF SPEECH TEACHING EXPERIENCE OF
OKLAHOMA SPEECH ACTIVITY DIRECTORS ACCORDING
TO CLASSIFICATION OF SCHOOL AND STUDENTS
QUALIFYING FOR O.S.S.A.A. STATE FINALS
IN 1969

Years of Speech Teaching Experience	Classification of School*					
	Class A			Class B		
	Students Entered in Finals**			Students Entered in Finals		
	Yes	No	%Yes	Yes	No	%Yes
1-3	10	9	52	14	43	24
4-6	6	6	50	8	11	42
7-9	2	0	100	1	3	25
10-12	2	0	100	1	4	20
13-15	0	0	0	2	2	50
16-18	0	0	0	4	1	80
19-21	0	0	0	2	1	67
22-24	2	0	100	1	1	50
25-27	1	1	50	1	1	50
28-30	0	1	0	0	1	0
31-33	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	23	17	57.5	34	68	33.3

*Classification of school is in accordance with the O.S.S.A.A. rules; student enrollment in secondary school of 500 or more, Class A; student enrollment of less than 500, Class B.

**The teachers placed their students in State Finals by virtue of their students being judged as one of the four best entries in his event when competing in the O.S.S.A.A. sponsored Regional Tournament. N.=142 Oklahoma Secondary school speech teachers whose administrators had designated them as directors of their school's speech activity program.

qualified their students for State Finals. This category (1-3) contained 54.8 percent of the Class B school speech teachers and produced 41.1 percent of the teachers who had students that qualified for the speech State Finals in Class B. The most successful years-of-teaching-speech category in Class B schools was the 16-18 category. This group contained 4.8 percent of the total complement of Class B and produced 11.7 percent of the teachers who had students that qualified for State Finals in Class B. The 10-12 group also contained 4.8 percent of the Class B speech teachers and produced 2.9 percent of the teachers who had students to enter State Finals. One other group that contained over five teachers was the 4-6 years-of-teaching-speech experience group. This category contained 8.2 percent of the Class B teachers and produced 23.5 percent of the teachers who had students that qualified for State Finals in Class B. The average percent of all Class B speech teachers who produced students that qualified for State Finals in speech was 33.3.

Other relevant elements concerning the number of years of speech teaching experience were: The 38 male teachers had taught speech an average of 5.8 years while the average female had taught speech for 6.4 years. The 9 males in Class A whose students entered State Finals competition had taught speech for an average of 7.8 years, and the average years of speech teaching experience for those 4 male teachers whose students did not enter State Finals was 9.7 years. In Class B the average number of years of speech teaching experience for 10 males was 6.1 years for those teachers who had students in the State Finals, and 3.4 years of speech teaching experience for those 15 male teachers who did not have students that qualified for the

finals competition in speech.

There were 104 female teachers in the survey. The average number of years of speech teaching experience for the 14 females who taught in Class A schools who had students that entered State Finals was 6.9 years. The average number of years of speech teaching experience for the females who did not have students that qualified for State Finals was 5.6 years. In Class B schools there were 77 female teachers. The average number of years of speech teaching experience for those who taught students that entered finals competition in speech was 3.8 years while the average number of years of speech teaching experience for those who did not have students that qualified for State Finals was 7.3 years.

Socioeconomic Characteristics

In addition to including the institutional source, type of certification, age, sex, and tenure in teaching of the secondary teachers, this study was designed to consider the socioeconomic level of the communities in which the Oklahoma Secondary Schools Activities Association members taught. The questionnaire that was used to gather data from the 142 secondary school speech activity directors listed four socioeconomic levels and requested that the respondent check the one that represented his community. The four socioeconomic levels were: (1) low, average yearly family income less than \$3,000; (2) low-middle, average yearly family income more than \$3,000 but less than \$6,000; (3) middle, average yearly family income between \$6,000 and \$12,000; and (4) high, average yearly family income over \$12,000. Each of the members of the total population at risk responded to the question

according to the way he perceived the community in which his school was located.

The socioeconomic characteristic was observed from four vantage points: (1) the number and type of certification held by the teachers in each category; (2) the number of male and female teachers who taught in each category; (3) the number of each classification of school (A and B) contained within each group; and (4) the number of teachers from each category who had students that qualified for the O.S.S.A.A. State Finals in speech.

The purpose of Table XIII was: (1) to present the data concerning the type of speech teaching credentials with which the secondary speech activities directors of Oklahoma were teaching speech in 1969; (2) show the number and type of certificates held by the speech teachers in each socioeconomic category; and (3) show the number and type of certificates held by the teachers in each socioeconomic category according to the O.S.S.A.A. classification of schools. Secondary schools that have a student enrollment of 500 or more are classified as A by the O.S.S.A.A. If the secondary school enrollment is less than 500, the school is classified as a Class B school.

According to the data presented in Table XIII, eight (5.6 percent) of the schools were categorized as low socioeconomic. Each of these eight schools was classified as a Class B school and four (50 percent) of the teachers had earned a Standard secondary speech certificate. Standard Certificates were earned by 57.7 of the 142 speech teachers in the surveyed population.

Sixty-nine (48.5 percent) of the schools were categorized at the low-middle socioeconomic level. Eighteen Class A schools were in this

group which accounted for 45.0 percent of all (40) Class A schools surveyed. Of these Class A schools, 77.7 percent had teachers who held the Standard Certificate. There were 51 Class B schools listed at the low-middle level. Those 51 represented 50.0 percent of all Class B schools represented in the study. Of those 51 Class B schools, 49.0 had teachers who held the Standard Certificate.

TABLE XIII

TYPE OF SPEECH TEACHING CREDENTIALS HELD BY 142 OKALHOMA
SECONDARY SPEECH ACTIVITIES DIRECTORS IN 1969
ACCORDING TO COMMUNITY SOCIOECONOMIC LEVEL
AND O.S.S.A.A. SCHOOL CLASSIFICATION

Type of Certificates	Community Socioeconomic Levels*								Total
	Low		Middle		Middle		High		
	Number in School Class								
	A	B	A	B	A	B	A	B	
Professional	0	0	0	0	0	1	0	0	1
Standard	0	4	14	25	17	20	1	1	82
Provisional	0	1	0	1	2	1	0	0	5
Temporary	0	1	0	1	0	0	0	0	2
Lang. Arts	0	2	4	24	2	20	0	0	52
TOTALS	0	8	18	51	21	42	1	1	142

*As perceived by the teachers in the communities: Low, under \$3,000 annual family income; low-middle, \$3,000 to \$6,000 annual family income; middle, \$6,000 to \$12,000 annual family income; high, above \$12,000 annual family income.

Sixty-three (44.3 percent) of the schools surveyed were listed at the middle socioeconomic level. Twenty-one (52.5 percent) of the Class A schools were within the confines of this grouping. Teaching in these 21 Class A schools were 17 teachers who held a Standard Certificate. Those 17 represented 80.9 percent of the complement of Class A school teachers in the middle socioeconomic group. Forty-two (41.1 percent) of all Class B schools were in the middle socioeconomic grouping. Those 42 Class B schools had 20 (47.6 percent) of their teachers teaching with Standard certification.

There were two schools categorized by the secondary school speech activities directors as being located in a high socioeconomic community. Those two represent 1.4 percent of all schools surveyed. Each had a teacher of speech who held the Standard Secondary Speech Certificate.

Another area of concern that prompted the gathering of one specific group of data was the community socioeconomic levels of the students who entered the State Finals in speech activities. There were 40 schools classified as Class A and 102 classified as Class B by the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.). Nineteen (47.5 percent) of the Class A school teachers had students that were qualified for O.S.S.A.A. State Finals competition in speech and 38 (37.2 percent) of the teachers in Class B schools met with equal success.

The purpose of Table XIV was to present the data pertaining to the number of teachers from each of the four socioeconomic levels that had students entered in the O.S.S.A.A. State Finals in speech activities in 1969. The table also was designed to include the

classification of school (A and B) according to the classification that was designated to the school by the O.S.S.A.A.

TABLE XIV

COMMUNITY SOCIOECONOMIC LEVEL SOURCE OF STUDENTS WHO QUALIFIED
FOR THE O.S.S.A.A. STATE FINALS IN SPEECH IN 1969
ACCORDING TO CLASSIFICATION OF SCHOOL

Community Socioeconomic Level*	Classification of School					
	Class A			Class B		
	Students in Finals			Students in Finals		
	Yes	No	% Yes	Yes	No	% Yes
Low	0	0	0	2	6	25
Low-Middle	10	9	55	18	33	44
Middle	12	8	60	14	28	33
High	1	0	100	0	1	0
TOTAL	23	17	57 av.	34	68	33 av.

*Low, less than \$3,000 annual family income; low-middle, \$3,000 to \$6,000 annual family income; middle, \$6,000 to \$12,000 annual family income; and high, over \$12,000 annual family income as perceived by the speech teacher in the community.

According to the data presented in Table XIV, the schools located in the low income communities accounted for 5.6 percent of the total of 142 communities included in the survey. All eight schools located in the low socioeconomic division were classified as Class B. These eight schools accounted for 7.8 percent of all Class B schools and

produced 5.8 percent of the teachers that had students from Class B schools to enter State Finals in speech.

The low-middle socioeconomic level contained 48.5 percent of the total complement of 142 secondary schools. The 18 schools in Class A were 45.0 percent of all Class A schools and produced 43.4 percent of the activity directors in Class A schools who had students to qualify for State Finals. There were 51 Class B schools in this category. These 51 accounted for 49.0 percent of all Class B schools surveyed and produced 52.9 percent of the Class B school speech teachers who had students to qualify for State Finals.

The middle socioeconomic level contained 44.3 percent (63 schools) of the total population at risk. In Class A, there were 21 schools. These 21 account for 52.5 percent of all surveyed Class A schools. This category produced 52.1 percent of all of the activity directors in Class A who managed to have their speech students to qualify for the State Finals in speech activities. In Class B, this category contained 42 schools. These 42 schools account for 41.1 percent of all Class B schools in the survey and produced 41.1 percent of the teachers who had students that qualified for State Finals in speech.

Two (1.4 percent) of the 142 communities surveyed were considered by the secondary school speech activity directors as being within the high (family annual income over \$12,000) socioeconomic level. One of these schools was in a Class B division. The Class A school had one student to enter State Finals and the Class B school had none.

Within the total complement of 142 secondary schools included in the study, there were 40 secondary schools designated as Class A by

the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.). The Class A schools accounted for 28.1 percent of all the secondary schools that registered for membership in the speech activities segment of the O.S.S.A.A. for the 1968-1969 school year. There were 102 Class B schools that were members of the O.S.S.A.A. speech segment during this (1968-1969) school year and these 102 secondary schools accounted for 71.9 percent of the total speech segment membership for that year.

There were 38 male secondary school speech activity directors whose schools were members of the O.S.S.A.A. during 1969-1969. These 38 males accounted for 26.7 percent of the total complement of teachers included in the study and accounted for 33.3 percent of all teachers who had students that had qualified for State Finals in speech during that school year. The 102 female teachers comprised 73.3 percent of the total O.S.S.A.A. membership and produced 66.6 percent of the teachers who had students that qualified for State Finals during the 1968-1969 school year.

The purpose of Table XV was to present in tabular form the data pertaining to the male and female secondary school activity directors (speech directors) according to the socioeconomic level of the communities in which they taught. In addition to the sex and socioeconomic characteristics, Table XV was designed to present the data relative to the percentage of each category of teachers who had students to qualify for State Finals in speech during 1968-1969.

Where five or more persons were included in a category, the data in Table XV indicates that the male teacher of speech was most productive in having his students to qualify for State Finals when he

taught in the low-middle socioeconomic group. The 20 male teachers in the low-middle group accounted for 52.6 percent of all male teachers in the study and produced 63.1 percent of all of the Class A school male teachers who had students that qualified for O.S.S.A.A. State Finals in speech. The middle socioeconomic group contained 34.2 percent of the male teachers in the survey and produced 31.5 percent of the teachers who had students to qualify for State Finals.

TABLE XV

NUMBER OF OKLAHOMA SECONDARY SCHOOL SPEECH TEACHERS WHO HAD STUDENTS TO QUALIFY FOR O.S.S.A.A. STATE FINALS ACCORDING TO SEX AND SCHOOLS' SOCIOECONOMIC LEVEL

Community Socioeconomic Level*	Classification According to Sex					
	Male			Female		
	Placed Students in State Finals			Placed Students in State Finals		
	Yes	No	% Yes	Yes	No	% Yes
Low	0	3	0	2	3	40
Low-Middle	12	8	60	16	33	33
Middle	6	7	47	20	30	40
High	1	1	50	0	0	0
TOTALS	19	19	50 av.	38	66	36 av.

*Low, less than \$3,000 annual family income; low-middle, \$3,000 to \$6,000 annual family income; middle, \$6,000 to \$12,000 annual family income; and high, over \$12,000 annual family income as perceived by the speech teacher in the community.

There were no female teachers of speech who considered the community in which their schools were located to be of a high socioeconomic level. The most successful grouping in Table XV for the female teacher in producing teachers who had students to qualify for State Finals was the middle group. The middle socioeconomic level grouping contained 48.0 percent of the 104 female teachers of speech that were included in the study. This middle group produced 52.6 percent of all female teachers who had students that qualified for State Finals. The low socioeconomic group contained 4.8 percent of the total complement of female teachers and included 5.2 percent of the female teachers who had students to qualify for State Finals. The low-middle grouping of females included 47.1 percent of the total complement of female speech activity directors and contained 42.1 percent of the female teachers of speech who had students to qualify for O.S.S.A.A. State Finals in speech activities during the 1968-1969 school year.

State Finals "Super-Coach"

According to the official published roster of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) in 1968-1969, there were 23 Class A secondary school speech activities directors that had students to qualify for State Finals in speech activities. The O.S.S.A.A. roster also indicated that there were 34 Class B secondary school speech teachers who had produced students for State Finals competition.

The State Finals Tournament director reported that 351 entries were received in competitive events for the tournament. During this

study, all speech activity coaches that had succeeded in qualifying any of their students for the State Finals competition were considered "successful" coaches. Thus, the 57 "successful" speech activity directors had succeeded in qualifying 351 secondary speech entries in the O.S.S.A.A. State Finals. The 351 entries would be an average of about six for each "successful" speech activities coach.

The purpose of this final segment of the presentation of the Data was to present the findings of the survey as it concerned the "super-coach" whose school was a member of the speech segment of the O.S.S.A.A. during the 1968-1969 school year. The "super-coach" was defined as the speech activity teacher who had managed to qualify six or more entries for State Finals in speech. Since 57 Class A and B coaches of speech activities had qualified 351 students for State Finals, the "super-coach" was above the average of all "successful" secondary speech teachers in qualifying speech students for O.S.S.A.A. sponsored activities.

An entry in speech activity competition may involve more than one student since debate, duet acting, and one-act play categories contain more than one student. In speech competition each event is considered to have the number of entries that corresponds with the number of groups entered. For example, there were two students on a debate team but they were considered as one entry.

The 1968-1969 official State Finals roster included 19 schools that had qualified six entries or more for competition. The range for both Class A and Class B secondary schools was from 1 to 32 entries. There were 11 Class A schools that had six or more entries per school. The range for Class A was 1 to 17 entries. Class B

competition had eight schools that had qualified six or more entries in State Finals. The range in Class B was 1 to 32 entries.

The data concerning the "super-coach" were observed from the vantage points of classification of school (A or B), type of speech teaching certificate, age, sex, socioeconomic level of the community in which his school was located, and the number of years he had taught speech in the secondary schools.

The 19 "super-coaches" comprised 13.3 percent of the total complement of teachers surveyed for this descriptive study. The 11 in Class A schools represented 27.5 of the total population of 40 Class A schools that were named on the membership list of the O.S.S.A.A. for the 1968-1969 school year. The eight in Class B represented 7.8 percent of all Class B schools in the survey.

Fourteen (73.6 percent) of the "super-coaches" were teaching secondary speech courses while holding the Standard Secondary speech certificate. The other five teachers (26.4 percent) were teaching with Language Arts certificates. The percentage of all 142 teachers in the study that held the Standard Secondary Speech certificate was 57.7. In Class A competition, 9 of the 11 (81.9 percent) of the "super-coaches" held the Standard certificate and in Class B schools, 5 of the 7 (71.4 percent) were teaching with the Standard certificate. Of the 23 teachers in the group of teachers in Class A schools that qualified their students for State Finals, 82.5 percent of them had held the Standard certificate and in the group of 34 Class B school speech teachers who had students that qualified for State Finals 55.8 percent had been holders of Standard Secondary Speech certificates.

The "super-coach" of speech activities was considered from the

vantage point of age as compared with the other O.S.S.A.A. complement of 142 teachers and with the teachers within his school's classification. The mean age for all members of the O.S.S.A.A. was 35.1 years. For the "super-coach" the mean age was 38.8 years. The 23 coaches who taught students that qualified for State Finals in speech from Class A schools averaged 31.0 years of age. The 11 "super-coaches" averaged 34.4 years of age. In Class B, the 34 teachers who coached students that qualified for State Finals averaged 38.5 years of age while the eight "super-coaches" averaged 44.8 years old.

Within the total population surveyed for this descriptive study, there were 38 males and 104 females who were speech teachers assigned to direct the speech activities for their respective schools. The male teachers accounted for 26.7 percent of the total complement, and the females accounted for the remaining 73.3 percent. In the "super-coach" category the ratio was 31.6 male and 68.4 female. The percentage of male and female speech teachers that were successful in having students that qualified for State Finals in 1969 was 40.3 male and 59.7 female.

In Class A, there were five (45.4 percent) males and six (54.6 percent) females in the "super-coach" group. The ratio of males to females of those speech teachers in Class A that were successful in having students that qualified for State Finals was 47.3 percent males and 52.7 females. The "super-coach" in Class B consisted of one (12.5 percent) male and seven (87.5 percent) females. The Class B speech teaching group that had students that qualified for State Finals was 10 (29.4 percent) male and 24 (71.6 percent) female.

The socioeconomic level source of the "super-coach" was the

subject for the following observation of data: The population of 142 secondary speech teachers responded to the question concerning the economic level of the community in which their schools were located according to their individual perception. The data pertaining to the whole population at risk indicated that eight teachers (5.6 percent) who were directing the speech activities for their schools during the 1968-1969 school year, considered their school's community to be of a low (family income less than \$3,000) socioeconomic level. Seventy teachers (49.2 percent) perceived their school's community to be in the low middle (annual family income more than \$3,000 but less than \$6,000) socioeconomic level. Sixty-two teachers (43.6 percent) classified their school's community as being the middle (annual family income between \$6,000 and \$12,000) socioeconomic level. Two (1.4 percent) of the teachers categorized their school's community as being in the high (annual family income over \$12,000) socioeconomic level.

The "super-coaches" rated their communities socioeconomically as follows: low, one (5.2 percent); low-middle, five (26.3 percent); middle, 12 (63.1 percent); and high, one (5.2 percent).

No Class A schools had been categorized at a low socioeconomic level. Three (27.2 percent) of the 11 Class A "super-coaches" described their school's community as low-middle socioeconomic, while 19 (47.5 percent) of the 40 speech activity directors who had students to qualify for State Finals had indicated a similar category. Seven (63.6 percent) of the "super-coaches" classified their school's community as the middle level socioeconomically, while 21 (52.5 percent) of the speech activity directors who had students to qualify for State Finals classified their communities at the same level. There was one

"super-coach" who classified his school's community as a high socioeconomic community.

In the Class B division of schools, there were eight "super-coaches" that had places six or more of their students in State Finals. One (12.5 percent) rated his community at the low socioeconomic level while two (5.8 percent) of the 34 speech activity directors in Class B secondary schools who had students to qualify for State Finals in 1969 had rated their schools at the same level. Two (25.0 percent) of the "super-coaches" rated their schools at the low-middle socioeconomic level and 18 (52.9 percent) of the teachers who had students that qualified for State Finals, rated their schools' community at the low-middle category. Five (62.5 percent) of the "super-coaches" rated their school's communities as middle socioeconomically while 14 (41.1 percent) of the coaches who had students to qualify for State Finals had rated their school's community at that level. No "super-coaches" nor teachers who had students to qualify for State Finals had rated their schools as being in a high socioeconomic community.

The next element for consideration concerning the "super-coach" was the number of years he had taught speech in the secondary schools as of the 1968-1969 school year. The total population of 142 secondary school speech activity directors had taught speech for a total of 837 years. This 837 years averaged out to be 5.9 years for each of the secondary teachers involved in the study. The average number of years spent in teaching speech for the 57 speech teachers who had students to qualify for O.S.S.A.A. State Finals in 1969 was 7.5. The "super-coaches" had taught speech a combined total of 167 years for

an average of 8.7 years.

In Class A schools, the total population at risk of the 40 secondary school teachers of speech, had taught speech for a total of 213 years. The average number of years for all Class A speech activity directors was 5.3. The teachers who had students to qualify for the O.S.S.A.A. State Finals had taught 160 years of speech for an average of 6.9 years. The 11 "super-coaches" in Class A schools had taught speech 80 years for an average of 7.2 years of secondary speech teaching.

In the secondary schools classified according to O.S.S.A.A. rules as Class B, the 102 speech activity directors had taught speech for a combined total of 624 years and averaged 6.1 years for each teacher. The 34 speech teachers in Class B who had students to qualify for O.S.S.A.A. State Finals in speech had taught speech for a total of 272 years and averaged 8.0 years of teaching speech for each teacher. The eight "super-coaches" in Class B had taught speech for a total of 87 years and the average number of years of speech teaching experience was 10.8 for each of the "super-coaches."

The final element for consideration in the description of the "super-coach" was the sex variable. Within the total complement of secondary school teachers of speech, there were 38 male and 104 female teachers that had been designated by their school administrators as directors of their school's speech activity program. Nineteen (50 percent) of the male speech teachers were successful in placing their students in the 1969 O.S.S.A.A. State Finals competition. Six (31.5 percent) of the 19 male State Finalists teachers were also "super-coaches" with six or more of their students entered in State Finals.

competition.

Of the 104 female speech teachers, 34 (32.6 percent) were successful in placing their students in the 1969 O.S.S.A.A. State Finals. And 13 (32.2 percent) of the 34 female teachers who qualified their students for State Finals were "super-coaches" with six or more of their students entered in the 1969 State Finals Tournament.

Other Areas of Consideration

The information gathered for this study that pertained to the size of budget allocated annually by the schools for speech activities was too nebulous to justify extensive investigation. Such remarks as, "whatever we need," and "all we are able to make on the plays," were more common than an exact amount. The size of the total school enrollment was also negated by some persons including the total school system enrollment and others stating the secondary school enrollment only. Because of these stated difficulties in procuring valid information, these final two items were not given a place in the general presentation of data.

All pertinent data gathered from the surveys of Oklahoma institutions of higher education and the 142 Oklahoma secondary speech teachers who participated in the O.S.S.A.A. sanctioned speech activities during the 1968-1969 academic year were presented.

CHAPTER V

SUMMARY AND CONCLUSIONS

Recapitulation of Purpose

In recapitulation, this study was designed and executed for the express purpose of gaining a more complete knowledge of the Oklahoma secondary school teacher of speech. To facilitate the gathering of information from which the knowledge could be gleaned, the discrete group of 142 teachers who had been appointed by their administrators as speech activity directors for the 1968-1969 academic year was chosen for study. This group of teachers was chosen because they taught secondary speech in the classroom and directed the extraclass competitive speech program under the auspices of the Oklahoma Secondary School Activities Association (O.S.S.A.A.). The O.S.S.A.A. is the official state association of the Oklahoma State Board of Education, and has regulatory authority over all extraclass activities in which the secondary schools that are under the jurisdiction of the State are engaged.

The population at risk (142 secondary school speech activity directors) was composed of 38 male and 104 female speech teachers who represented 40 Class A and 102 Class B secondary schools. Data pertaining to the group studied were gathered from: the Oklahoma institutions of higher education that offered a speech teacher preparation program on the undergraduate level; the 142 speech teachers; and

the official roster of the O.S.S.A.A. State Finals Tournament in speech activities.

Some of the areas of concern that stimulated the motivation to perform this descriptive study pertained to the fact that there were five different teaching certificates, reflecting four different levels of undergraduate preparation in speech, issued for the purpose of teaching speech in the secondary schools of Oklahoma. The State Board of Education states the minimum of credit hours that are required for each certificate that is issued for the purpose of teaching speech in the state's secondary schools, but the type, total number of hours required, and subject matter content of the speech courses are left to the discretion of each of the 17 institutions of higher education that are authorized by the state board to offer the speech teacher preparation programs. This study was concerned with the number of credit hours and "kinds" of courses required by the colleges of their speech education majors.

The final area of observation dealt with the concept that the directing of the speech activity program was an integral part of the professional proficiency of the secondary school speech teacher. His reputation as a teacher is determined (at least among his colleagues) by the degree of success his students achieve in winning competitive speech events. Having students to qualify for O.S.S.A.A. State Finals in speech was considered a hallmark of the "successful" speech activity director.

Summary

Institutional Source.

Credit hour requirements in the speech discipline for the undergraduate who was majoring in speech education, differed as much as 75 percent among the 17 institutions of higher education in Oklahoma that were authorized by the Oklahoma State Board of Education to offer a speech certification program in 1969. The state board required 24 undergraduate credit hours in speech for the Standard Secondary Speech Certificate. The maximum requirement by colleges was 42 hours. The mean undergraduate credit hour requirement was 31.8 for all 17 institutions. Some undergraduate college course work was required of the study by the majority of the institutions in forensics, interpretation, acting, public address, correction, and methods of teaching.

Eighty-nine percent of the Oklahoma speech teachers had graduated from Oklahoma institutions. Colleges requiring a larger number of credit hours in speech (35 hours) had 42 percent of their teachers to qualify students for State Finals while those requiring 28 credit hours had 56 percent of their teachers to qualify students for State Finals.

The state institutions had produced 71 (57.8 percent) speech teachers who had the Standard Secondary Speech Certificate. All 142 teachers held at least a bachelors degree and 41 (28.8 percent) had earned a masters degree. Four of the masters degrees were in speech. Fifty-eight (40.0 percent) had done some graduate work in the speech discipline.

Types of Certification

Eighty-two (57.8 percent) of the speech teachers were teaching

with the Standard Certificate. Thirty-two (80.0 percent) of the Class A and 50 (49.0 percent) of the Class B school teachers held the Standard Certificate. There were eight of the 142 teachers who held certificates other than the Standard and Language Arts Certificates. Fifty-two (36.6 percent) of the teachers were teaching speech with the Language Arts Certificate. Six (15.0 percent) of the Class A and 56 (45.0 percent) of the Class B school speech teachers were teaching with the Language Arts Certificate. Thirty-eight (46.3 percent) of the teachers who held the Standard Certificate had students to qualify for State Finals. Fifteen (28.8 percent) of the speech teachers who held the Language Arts Certificates had students in State Finals.

Age and Sex Characteristics

There were 38 (26.7 percent) male and 104 (73.3 percent) female teachers of speech. The mean age of the 142 teachers was 35.1 years. The male mean was 33.4 and the female mean was 35.6 years of age. The mean age of Class A teachers was 33.1 years and for Class B teachers the mean age was 37.2 years. Fifty percent of the male teachers and 34.4 percent of the female speech teachers qualified their students for State Finals. The mean age of Class A teachers who qualified their students for State Finals was 31.0 years. For Class B teachers who qualified their students for State Finals, the mean age was 38.5 years.

Socioeconomic Considerations

The 142 teachers perceived the socioeconomic levels of the communities in which their schools were located to be as follows: low,

5 percent; low-middle, 48 percent; middle, 46 percent; and high, 1 percent. In Class A schools, 45 percent of the communities were perceived as low-middle and 52 percent were perceived as middle socioeconomic communities. In Class B schools, 50 percent were considered low-middle and 41 percent were perceived as being in a middle socioeconomic setting. Twenty-five percent of the teachers who perceived their schools' setting to be in the low socioeconomic grouping placed students in State Finals. The low-middle group had 40 percent of its teachers to place students in State Finals. The middle group had 42 percent of its teachers to place students in the State Finals competition.

Speech Teaching Experience

The 142 speech teachers had taught in their discipline for an average of 5.9 years. The teachers who were successful in having students to qualify for State Finals had taught speech for an average of 7.5 years. The "highly successful" activities director had taught speech for an average of 8.7 years.

In Class A schools, the average teacher had taught speech for 5.3 years, the teacher who had qualified students in State Finals had taught for an average of 6.9 years, and the "highly successful" activities director had taught speech for 7.2 years.

In Class B schools the teachers had averaged teaching speech for 6.1 years, the teachers who had qualified students for State Finals had taught speech for an average of 8.0 years, and the "highly successful" speech activity director had taught speech for an average of 10.8 years.

Conclusions

In retrospect, the postulates presented in the opening segment of this paper appear to have been relatively well substantiated: the secondary school speech students who are taught by the more highly certified speech teachers have a greater degree of success in contest speaking than those who are taught by the lesser certified teachers of speech. The speech teacher's role in the secondary schools is a compound consisting of two independent but interrelated elements--classroom and extraclass speech activities. The precedent for utilizing speech contests as a motivating stimulus in developing the student's speaking abilities was established as early as the fifth century B.C. by one of the greatest early teachers of speech--Isocrates. Since more than 3500 Oklahoma secondary school speech students participated in the speech segment of the Oklahoma Secondary Schools Activities Association (O.S.S.A.A.) sponsored tournaments during the 1968-1969 school year, it is reasonable to assume that the contest method is being utilized extensively by the 20th century teachers of speech in Oklahoma.

The four-fold purpose of this study has been investigated and recorded. The undergraduate academic requirements, the quantity and quality of secondary speech teacher certification, some of the variables pertaining to the successful activity directors, and the vital and tenure data of the population at risk have been gathered, analyzed, and recorded.

The number of undergraduate credit hours required in the discipline for the speech teaching degree did not appear important when weighed in light of the success of the graduate in contest work. The

colleges that required a greater number of credit hours in undergraduate speech had produced a proportionate amount of standard certificates: Therefore, the students of these more demanding institutions were apparently not taking the minor route because of the credit hour demand.

No two colleges required identical speech curricula for the speech teaching degree. Although each institution was offering a degree pattern that culminated in an identical certification for the graduates, two speech courses were all that were consistently required by the colleges of their students--interpretation and public address. Speech teachers who graduate from Oklahoma colleges do as well in preparing their students for contest work as those teachers who come to Oklahoma from out-of-state institutions. Most of the secondary teachers of speech are graduates of Oklahoma institutions of higher education, and the four year colleges that were formerly Teacher's Colleges have produced the bulk of the speech teaching population.

As a group, the speech activity directors were not highly certified in the field of speech. Slightly over half of the population studied had completed enough undergraduate courses in the speech discipline to earn the Standard certificate. Class A schools had better qualified teachers in speech than the Class B secondary schools. Eighty percent of the Class A schools had speech teachers who had earned the standard certificate and less than one-half of the Class B schools had speech teachers as well qualified. Many of the Class B schools had teachers who were teaching speech with a certificate that reflected a minimum of six credit hours of undergraduate preparation in speech.

The teachers who were teaching speech with the Standard

certificate were more successful in teaching their students in extra-class activities. Nearly one-half of the teachers with a Standard certificate taught students who were successful in contest speaking and only one-fourth of the Language Arts certificate holders were equally successful.

Although the male teacher of speech averaged being two years younger than the female, he was more highly certified (58 percent held the Standard certificate) and was more successful (50 percent of the time for the male to 34 percent of the time for the female) as a director of his school's speech activity program than was the female. Only one teacher of speech in four was of the male sex.

Teachers of speech in the Class A secondary school perceived the community socioeconomic levels in which their schools were located to be slightly higher than their colleagues in Class B schools. The low socioeconomic settings were not as productive in producing successful contest students as the two middle categories. The Class A schools had a greater degree of success (57 percent to 33 percent) in qualifying students for State Finals.

The greater the number of years of speech teaching experience accumulated by the teacher the greater the probability that the teacher would be successful in coaching the speech activities. The successful activities director had taught speech in the secondary schools two years longer than the average secondary school speech teacher. And the "highly successful" activities coach had taught on the average of three years longer than his colleagues. Although the Class A schools had teachers of speech who were more highly certified than the Class B schools, the teachers who taught Class A secondary schools

were slightly less experienced in teaching speech.

Thus, the average Oklahoma secondary school speech teacher who is successful in his extraclass speech activity efforts is a 34 year old male graduate of an Oklahoma college. He holds a Standard Secondary Speech Certificate and has done additional graduate work beyond the bachelor's degree program. He teaches in a middle socioeconomic setting Class A school. And he has taught secondary school for seven and one-half years.

There was never an absolute relationship established among the variables under study. Although the above conclusions were based upon the data extracted from the study, the final conclusion concerning the elements that influenced the success of a secondary speech teacher in his efforts at qualifying his students for State Finals must be--there are apparently other influences at play that would be considered intervening variables.

Recommendations

The following general recommendations were made as a result of this study:

1. Since the data revealed a relatively wide diversity in the academic requirements for speech teacher education programs on the undergraduate level, it might be advisable for the college speech departments to cooperate in a self study program aimed toward the development of a more cohesive plan of study for the future speech teacher.

2. According to the literature reviewed, the place of speech in the secondary school curriculum should be among the required

subjects for the high school student.

3. The secondary school Language Arts Certificate possibly should be discontinued as a speech teaching credential. Teachers who are assigned to teach secondary school speech courses should have a minimum preparation of an 18 credit hour minor in the speech discipline.

4. According to the literature reviewed for this study, the amount of benefit the secondary student may derive from the contest program, appeared to suggest that more Oklahoma schools should develop speech activity programs.

5. Further studies concerning the attitudes the practicing secondary school speech teachers hold toward the value of their collegiate preparation might be profitable.

6. Further studies should be done in order to determine the personal and academic characteristics of the high school students who win speech contests.

7. A study of those secondary school speech activity directors that over a period of years consistently have their students qualify for State Finals might be profitable.

8. A study to determine why over 50 percent of secondary schools of Oklahoma do not participate in the O.S.S.A.A. speech segment would appear beneficial.

9. An intensive study of the speech offering in the high schools that produced successful contestants appears to have merit.

10. An attitudinal study of the successful high school speech activities directors should prove beneficial.

11. Research into the attitude of the administrators of the secondary schools toward the speech activity program in their schools might reveal variables that influence the degree of success the program attains.

Peroration

It is sincerely hoped that this study may serve to better acquaint academicians and others with the educational values that may be derived from a study of and participation in the science and art of oral communication. Furthermore, if the peruser emerges better acquainted with the speech teacher as a practicing educator in the secondary schools, the mission of the study will have been accomplished in part. It is hoped that this study may serve to stimulate further research in the area of speech education.

On the basis of the evidence presented in this study, there is reason to believe that the professional preparation of the secondary school teachers of speech should be raised to the minimum of the Provisional Certificate.

A SELECTED BIBLIOGRAPHY

- Ackley, John William. "A Study of the Status and the Trends of Speech Education in the Secondary Schools of California," Speech Monographs. New York, New York: The Speech Association of America, 1954, p. 220.
- Alexander, Fred and Thomas, Gordon. "The High School Speech Teacher in Michigan," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1960, pp. 121-26.
- Auer, J. Jeffrey. An Introduction to Research in Speech. New York, New York: Harper & Row, 1959, p. 148.
- Balcher, Charles and Seabury, Hugh. Teaching Speech in Today's Secondary Schools. New York, New York: Holt, Rinehart, and Winston Inc., 1965, p. 37.
- Berquist, Goodwin. "Isocrates of Athens--Foremost Speech Teacher or the Ancient World," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1966, pp. 251-255.
- Braden, Waldo W. "Extracurricular Speech Activities," Speech Methods and Resources. New York, New York: Harper & Row, 1961, p. 7-8.
- Bronstein, Arthur J. "The Study of Phonetics in American Colleges and Universities," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1957, pp. 237-239.
- Carruth, Hayden Kenna. "Curricular Speech in Michigan High Schools," Speech Monographs. New York, New York: The Speech Association of America, 1956, p. 152.
- Cartright, Rupert, et al. "Principles and Standards for the Certification of Teachers of Speech in Secondary Schools," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1964, pp. 69-70.
- Dewey, John. How We Think. New York, New York: D. C. Heath Co., 1933, pp. 207 & 238-39.
- Dewey, John. Art As Experience. New York, New York: Putnam's & Coward McConn, 1934, pp. 334-35.
- Freely, Austin. "Anthology of Commentary on Debate," The Speech Teacher. New York, New York: The Speech Association of America, 1960, p. 121-26.

- Hochmuth, Marie. "Speech and Society," The Bulletin of the National Association of Secondary School Principals. New York, New York: 1948, p. 32.
- Hodge, Oliver. Teacher Education, Certification, and Assignment Handbook. Oklahoma City, Oklahoma: State Board of Education, 1961, p. ii.
- Horn, Frances. "Oral Communication in a Technological World," The Speech Teacher. New York, New York: The Speech Association of America, 1959, p. 202.
- Hunsinger, Paul and Wood, Roy V. "The Forensic Tournament and Festival," Managing Forensic Tournaments. Skokie, Illinois: National Textbook Corporation, 1967, p. 9.
- Klopf, Donald W. and Lahmann, Carroll P. Coaching and Directing Forensics. Skokie, Illinois: National Textbook Corporation, 1967, p. 1.
- Klopf, Donald W. and Rives, Stanley G. Individual Speaking Contests. Minneapolis, Minnesota: Burgess Publishing Co., 1967, p. 2.
- Kramer, Magdalene. "The Role of Speech in Education: A Re-Evaluation," Quarterly Journal of Speech. Columbia, Missouri: The Speech Association of America, 1948, pp. 123-27.
- Lewis, R. F. "Quality Standard for Speech Teachers," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1961, p. 65.
- Lillywhite, Herold and Phelps, Waldo. "The Survey Method in Speech Education," Southern Speech Journal. Columbia, Missouri: The Speech Association of America, 1952, pp. 244-245.
- Robinson, Karl F., et. al. "Recent Trends in Certification of High School Speech Teachers and the Report of the SAA Committee to the North Central Association," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1959, p. 114.
- Robinson, Karl F. and Kerikas, E. J. Teaching Speech. New York, New York: David McKay Company, Inc., 1963, p. 135.
- State of Illinois Curriculum Division. Communication in the High Curriculum--Speaking and Listening. Springfield, Illinois: Illinois Curriculum Program, 1961, pp. 1-3.
- Timmons, Jan and Griffin, Kim. "Requirements for Teachers of Speech in the Secondary Schools of the United States," The Speech Teacher. Columbia, Missouri: The Speech Association of America, 1963, p. 97.

APPENDIX A

INTRODUCTORY LETTER THAT ACCOMPANIED THE QUESTIONNAIRE
TO THE 142 SPEECH ACTIVITY DIRECTORS



CENTRAL STATE COLLEGE
Edmond, Oklahoma 73034

DEPARTMENT OF SPEECH

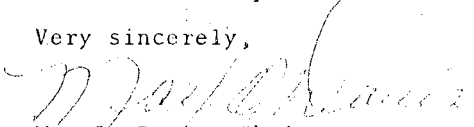
November 6, 1968

Dear Coach:

Having survived eight years of secondary drama and forensic coaching, I realize you haven't a "cotton-pickin" thing to do but coach debate two nights a week--coach the individual events two nights a week--direct the play four nights a week--serve hall duty--bus duty--cafeteria duty--teach five classes (overcrowded, of course)--and, occasionally during the extra time, publish the school annual and newspaper. Therefore, I would like to add one more chore which I trust will not be the proverbial straw.

I need to establish the academic status of the secondary coaches who are participating in the Oklahoma High School Activities Association Forensic and Dramatic Contest. Please, pretty please, check the enclosed questionnaire and return it to me in the enclosed envelope.

Very sincerely,


Max O. Davis, Chairman
Department of Speech

MOD/jp

P.S. Please be my guest for a cup of coffee while you complete the enclosure.

APPENDIX B

QUESTIONNAIRE SENT TO THE TOTAL POPULATION
OF THE O.S.S.A.A. SPEECH SEGMENT

1. I have a Masters Degree. Yes ___ No ___ From _____
(College)
2. In the field of _____.
3. I have ___ graduate college hours in Speech and Drama.
4. I have a Bachelor of Arts Degree. Yes ___ No ___ From _____
(College)
5. In the field of _____.
6. I have not completed my Bachelor of Arts Degree. _____
7. I possess the following certification:
 - ___ Standard Secondary Speech,
 - ___ Provisional Secondary Speech
 - ___ Temporary Secondary Speech
 - ___ Language-Arts Certificate
 - ___ Professional Speech Certificate
8. I have taught school for ___ years.
9. I have taught in the secondary schools for ___ years.
10. I have taught at my present school for ___ years.
11. I have taught Speech for ___ years.
12. Approximate budget for Speech Activities. _____
13. Approximate number of students enrolled in the school. _____
14. My school would be considered a:
 - ___ Low-socio-economic level (Below \$3,000 Average Parental Income)
 - ___ Low-middle-economic level (\$3,000 to \$6,000 Average Parental Income)
 - ___ Middle-socio-economic level (\$6,000 to \$12,000 Average Parental Income)
 - ___ High-socio-economic level (\$12,000 and up Average Parental Income)
15. Sex: Male _____ Female _____
16. Age (Approximate): _____

APPENDIX C

FOLLOW-UP LETTER SENT TO
THE SPEECH TEACHERS

CENTRAL STATE COLLEGE

Edmond, Oklahoma

DEPARTMENT OF SPEECH

November 13, 1968

Dear Colleague:

Last week I sent you a questionnaire in an effort to determine the status of successful speech teachers in Oklahoma.

You are an important segment of this research. So, if you haven't as yet had that cup of coffee with me, won't you please do it today.

If you have already sent the letter back to me, I apologize for the duplication.

Sincerely,

Max O. Davis, Chairman
Department of Speech

MOD/jp

P. S. Just in case some student inadvertently escaped with the first blank, here is another.

APPENDIX D

LETTER SENT TO ALL OKLAHOMA INSTITUTIONS OF HIGHER
EDUCATION THAT WERE AUTHORIZED BY THE OKLAHOMA
STATE BOARD OF EDUCATION TO OFFER THE SPEECH
TEACHER CERTIFICATION PROGRAM



CENTRAL STATE COLLEGE
Edmond, Oklahoma 73034

DEPARTMENT OF SPEECH

November 27, 1968

Dear Colleague:

I am seeking to discover the present status of speech teacher preparation programs in Oklahoma, and I need your help. Please take the enclosed coin and have a cup on me while filling out the following:

1. Do you offer a B. A. Degree in Speech Education leading to a standard secondary teaching certificate?

Yes

No

2. How many credit hours does your school require for the degree?

3. Of these required hours, how many are in the general category of:

<input type="checkbox"/> Forensic Speaking (Debate)	<input type="checkbox"/> Directing
<input type="checkbox"/> Interpretation	<input type="checkbox"/> Therapy
<input type="checkbox"/> Acting	<input type="checkbox"/> Correction
<input type="checkbox"/> Communication Theory	<input type="checkbox"/> Broadcasting
<input type="checkbox"/> Public Address	<input type="checkbox"/> Rhetoric
<input type="checkbox"/> Stagecraft	<input type="checkbox"/> Discussion
<input type="checkbox"/> Methods	<input type="checkbox"/> Other

Sincerely,

Max O. Davis, Chairman
Department of Speech

MOD/bn

VITA

Max O'Neil Davis

Candidate for the Degree of

Doctor of Education

Thesis: A DESCRIPTIVE STUDY OF THE OKLAHOMA SECONDARY SCHOOL SPEECH
ACTIVITIES DIRECTORS

Major Field: Higher Education

Minor Field: Speech

Biographical:

Personal Data: Born in Asher, Oklahoma, December 2, 1922, the
son of E. O. and Klyde Davis.

Education: Graduated from Asher High School, Asher, Oklahoma,
in May, 1940; received the Bachelor of Arts degree from
Central State College in 1953, with a major in Speech
Education; received the Master of Education degree from
Oklahoma University in 1955, with a major in Guidance and
Counseling; received the Master of Public Health degree
from the University of California (Berkeley) in 1962,
with a major in Health Education; completed the require-
ments for the Doctor of Education degree in August, 1969.

Professional Experience: Employed by Oklahoma Publishing Co.,
Oklahoma City, Oklahoma, from 1945 to 1953; taught speech
and drama at Carlsbad High School, Carlsbad, New Mexico,
1953-1961; employed by KAVE-TV, Carlsbad, New Mexico,
1955-1961; served as announcer for KOCY radio, Oklahoma
City, Oklahoma, 1962-1963; served as speech instructor
at Central State College, Edmond, Oklahoma, 1962-1963;
served as Director of Development for Central State
College, Edmond, Oklahoma, 1963-1965; served as Chairman
of the Speech Department at Central State College, 1965-
1969.