AN ANALYSIS AND EVALUATION OF FORENSIC CONTESTS AS CONDUCTED IN THE
SECONDARY SCHOOLS WITHIN THE AREA OF THE NORTH CENTRAL ASSOCIATION

DISSERTATION

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By

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1. Map Showing Distribution of Participating Schools
(facing page 1)

DISTRIBUTION OF PARTICIPATING SCHOOLS

Figure 1

CHAPTER I

INTRODUCTION

Origin of the problem. This dissertation is concerned with the analysis and evaluation of the extra-curricular forensic activities as practiced in the secondary schools belonging to the North Central Association of Colleges and Secondary Schools. The area studied represents nineteen states as shown in Figure I.

The problem, in this instance, is the outgrowth of questions concerning the relative merits and demerits of the extra-curricular activity program as practiced for many years in our public schools. In a general way, these extra-curricular problems have been in existence for many years; however, it can be said with certainty that these problems are still important and timely ones for present day speech education. Moreover, college students who are preparing today to teach speech should have a clear understanding and appreciation of the contribution which extra-curricular forensic activities offer to the general aims of education.

Accordingly, with these relevant problems in mind, an attempt was made to gather and evaluate data from four basic sources concerning certain advantages and disadvantages of extra-curricular activities in the forensic program of the secondary school. The four basic sources for this investigation were: secondary school administrators, directors of forensic activities in the secondary schools, high school students who are actively engaged in forensics, and

high school graduates who participated in forensic activities when they were in high school. In securing these data, the research-survey technique that was used will be discussed in detail in Chapter II.

The need for such a study is clearly evident after one examines the general writings in the field of extra-curricular activities. For many years articles dealing with extra-curricular activities have been published. These writings have been classified by Terry under six headings: techniques of evaluation; improvement of supervision; extent of participation; relation of participation to various factors; administrative problems; and athletics.¹ It is noteworthy

¹Paul W. Terry, "Selected References on the Extra-Curriculum Activities in 1930," School Review, XL (February, 1932), 124-137.

that these annotated bibliographies by Terry show that in 1929, there were forty-six studies of more than local interest reported;² in 1930, there were ninety-one studies reported;³ in 1940, there were sixty-one articles in twenty-eight professional magazines;⁴ and in 1949, he listed forty-five articles.⁵ Strangely, specific studies of forensic

²Paul W. Terry, "Selected References on the Extra-Curriculum Activities in 1929," School Review, XXXVIII (October, 1930), 605-612.

³Terry, op. cit., XL, 124-137.

⁴Paul W. Terry, "Selected References on the Extra-Curriculum Activities in 1940," School Review, XLIX (April, 1941), 297-306.

⁵Paul W. Terry, "Selected References on the Extra-Curriculum Activities in 1949," School Review, LVIII (April, 1950), 233-37.

extra-curricular activities are definitely lacking in these bibliographies. For example, in 1930, the year in which the largest number of articles were listed, only two items used the forensic field as a specific area of study. One of these articles⁶ traced the

⁶Almere L. Scott, "Debating as an Intellectual Activity in Our High Schools," School Life, XVI (November, 1930), 43-44.

development of the Wisconsin Forensic Association, and the other one⁷ was a report of the opinions of the writer concerning the decline

⁷Richard N. Thompson, "Strangling Debating," Education, L (May, 1930), 55-58.

of debating in some schools. The remaining articles dealt with the broad, general aspects of the extra-curricular field. It was perhaps this abundance of effort in the general area that led Trump⁸ to

⁸J. Lloyd Trump, High School Extracurriculum Activities (Chicago: University of Chicago Press, 1944).

observe that individual activities should be studied carefully.

Definition of terms. Before stating the problem in greater detail, it is necessary to define the few terms that were involved in the study. The Encyclopedia of Research defines extra-curricular activities as:

Programs and events, carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institution, designed to entertain, instruct, and/or provide exercise of interests and abilities; subject to some measure of control by the institution.⁹

⁹Walter S. Monroe, editor, Encyclopedia of Educational Research (revised edition: New York: MacMillan and Company, 1950), p. 424.

Therefore, the activities that were to be construed as fulfilling this definition were those usually sponsored by the various State Forensic Leagues: namely, debate, original oratory, extempore speaking, humorous declamation, oratorical declamation, dramatic declamation, poetry reading, and radio speaking.¹⁰ This list of activities

¹⁰Handbooks and Newsletters from the Illinois High School Activities Association, the Wisconsin High School Forensic Association, The Ohio Speech League, and the National Forensic League were selected as representative sources for this list of activities.

common to most interscholastic forensic contests was used to secure responses from a sufficiently large number of interested people to the proposed questionnaire, and to provide an evaluation of the problems involved that would be representative of all schools.

Statement of the problem. A problem of this type can be stated most satisfactorily by enumerating the various questions that were located in the study of the background of the problem. As will be seen, a number of problems were located, and each in turn was subdivided into a number of specific questions. Accordingly, the broad objectives of this study may be stated as follows:

1. Is it possible to gather significant data on a problem of this type by the questionnaire method?
 - a. Is it desirable to poll the population through reputable agencies or will just as large a response be

obtained by sending the instrument directly to the respondent?

- b. Would data from the large schools predominate over those from the smaller schools?
 - c. Would significant data be supplied by the administrators?
 - d. Could administrative replies be correlated with the replies received from the forensic directors?
 - e. Would the administrators reply to direct questions?
 - f. Would an adequate sample be represented by the replies?
2. What reliable data could be secured from forensic directors?
- a. Would small schools data be overshadowed by the large schools?
 - b. How many speech teachers are directing forensic activities?
 - c. Do open-ended questions secure more reliable data than those offering the respondent a choice of answers to items?
 - d. Are forensic directors aware of different or greater problems in the contest field than is the case of the administrators?
 - e. How seriously do interscholastic contests interfere with school work as evidenced by the replies received from the administrators, forensic directors, and students?

- f. What is the distribution of participants in forensics by classes? Is it apparent that they participate once and then drop out, or is participation a continuing process?
 - g. What is the average number of students participating each year?
 - h. What is the most frequently used form of contest? How many participate in each form during the year?
 - i. How do forensic directors rate interscholastic in comparison with intramural contests?
 - j. Would forensic directors enumerate a list of goals or objectives for debating when given the opportunity?
 - k. From the point of view of the forensic director, how reliable are the data that can be secured by evaluating the "Basic Needs of Youth"?
 - l. Which of the various forensic activities are considered most important in the development of youth?
 - m. Would forensic directors help gather data for a questionnaire study by polling (1) their students and, (2) by polling alumni?
3. Would high school students respond differently to the same questions from adults who have been out of school for several years, but who did participate in forensic activities while attending high school?
- a. How would their responses compare when evaluating interscholastic forensic contests with intramural

programs?

- b. Would they agree on the importance of the various types of speaking activities usually used in contests?
- c. Would there be agreement between the two groups concerning the important source of influence which caused them to enter forensic activities?
- d. Would either group believe that forensic contests should be abolished?
- e. What would they consider to be major problems in conducting interscholastic forensic activities?

The growth of interscholastic forensic activities in the secondary schools. In 1952, there were 651 students who participated in the state contests of the Wisconsin High School Forensic Association.¹¹

¹¹Newsletter of the Wisconsin High School Forensic Association, XXIII, No. 4 (May, 1952), 10.

Today, these state contests are duplicated throughout the country; however, in former years this activity did not flourish to such an extent. Like all other activities, interscholastic forensic contests have developed from an inconspicuous beginning until, in some cases, they have grown in number of participants to rival athletic events in the schools.

The historical character of the development of forensic activities is not a major factor in this research. However, for a brief review of the history of the extra-curricular activities, with

reference to debate and declamation, it is to be noted that Trump,¹² and Terry,¹³ as well as many theses written in the field of speech¹⁴

¹²J. Lloyd Trump, Extracurriculum Activities and Their Management (Chicago: University of Chicago Press, 1944).

¹³Paul Terry, Supervising Extra-curricular Activities (New York: McGraw Hill and Company, 1930), p. 7.

¹⁴Herman W. Brockhouse, "The History of the Wisconsin High School Forensic Association," (unpublished Doctor's dissertation, University of Wisconsin, 1949).

covered this subject quite well. The real point of origin of this study is the force which has become evident in the form of criticism against forensic activities, and in turn, resulted in various attempts by school officials and others to limit or eliminate this type of contest participation.

A few states have been chosen as examples of the growth of forensic activities in the public schools. The secretaries of the State Forensic Associations kindly consented to provide the information which is offered as the historical background for each of these state organizations. The National Forensic League was selected as a national organization to show the interest of schools in contests at that level.

It is apparent that many forensic associations had their origin in the state universities where this work was considered a service of the Extension Division and was done with little thought of attracting students. The Forensic Association of Texas offers an excellent example of the contribution of the state universities to the growth of forensic activities in the secondary schools.¹⁵ This

¹⁵Edwin D. Shurter, "State Organizations for Contests in Public Speaking," The Quarterly Journal of Public Speaking, I, No. 1 (April, 1915), 59-64.

organization was started in 1910-11, just for the schools affiliated with the university. Later, the organization was expanded to include all schools in the state under college rank. In 1915, Mr. Shurter points out, in these terms: "That in all contests 2,096 debates were held, 3,000 boys participated, and audiences aggregating 99,100 were assembled throughout the state to hear these speakers."¹⁶That the

¹⁶Loc. cit.

organization grew rapidly is evidenced by the membership figures included in early issues of The Quarterly Journal of Speech which show that in 1912, there were 128 schools in the association; in 1913, there were 238; by 1914, the membership had grown to 503 schools; and by 1915, there were 805 schools that claimed membership in this organization.¹⁷

¹⁷Loc. cit.

In North Dakota, the State High School League was formed in 1908, by a group of men "who were interested in sponsoring and encouraging all forms of healthy extra-curricular activities for the schools in the state."¹⁸ Music and speech activities were conducted by

¹⁸Letter from the Secretary-Treasurer of the League, April 29, 1952. See Appendix A.

this university until 1947, at which time the State High School League took over the management of all activities. Approximately four hundred schools belong to the State High School League with one-fourth of them participating in speech activities. Approximately twenty schools now show an interest in debate. At the present time, 1952, North Dakota is trying to stimulate interest in speech activities. According to the League's secretary, "Last year a special speech committee was appointed to work with our organization and we are making an attempt to secure more interest in this field."¹⁹

¹⁹Loc. cit.

South Dakota has a State High School Speech Association which was created by merging the Declamatory and Forensic Leagues in 1946. These two associations were originally started about 1912.²⁰ The

²⁰Letter from the Executive Secretary-Treasurer, April 26, 1952. See Appendix A.

Association has a stable membership of 212 high schools, and sponsors the following activities: orations, dramatic prose, humorous prose, poetry, debate, extempore speaking, and original oratory.

Kansas is another western state that has an active and expanding forensic program. Here again, the activities are directed by the Kansas State High School Activities Association. This organization was created in 1937, and eliminated all previously formed groups for the management of speech, music, debate, and athletics. The speech program there is divided into two parts: debate activities which are

carried on during the first semester, and the other speech activities which are sponsored during the spring semester. The Association sponsors, in addition to debate, drama, extempore speaking, readings, declamation, oratory, and informative speaking. About fifty schools participate in debate, and about three hundred schools take part in the district and state speech festivals. The Commissioner said, "The number is growing steadily"²¹

²¹Letter from the Commissioner of the Kansas State High School Activities Association, April 24, 1952. See Appendix A.

Illinois was also studied to acquire some pertinent facts concerning speech activities and their sponsorship. It was found that all extra-curricular activities are under the supervision of the Illinois High School Association. This complete control was effected in 1940, at which time the Illinois High School Athletic Association was voted out of existence, and the Illinois High School Association was created to exercise control of all extra-curricular activities of the member schools.²² In so doing, the Illinois Music and Literary

²²C. W. Whitten, Interscholastics (Chicago: Illinois High School Association, 1950).

Association was abolished. The State Athletic Association was organized in 1908, but the records of the Music and Literary Association seem to be extinct. At the present time, the Illinois High School Association has a membership of 762 schools. This number represents a decrease of approximately 175 schools in a ten year period, a decrease which may be accounted for as a direct result of the

consolidation of small school districts into larger school units rather than the decreasing interest in extra-curricular activities. The 219 schools participating in speech events this year represent a slight decrease from the number participating in 1951. The speech contests include the following activities: one-act plays, debate, extempore speaking, original oratory, play reading (serious), prose reading (comedy), oratorical declamation, extempore verse reading, original monologue, and radio speaking.²³

²³Letter from the Assistant Executive Secretary, April 30, 1952. See Appendix A.

Forensic activities in the Ohio high schools are fostered by The Ohio High School Speech League. The plan was originated in 1913, and the organization, as it now functions, was completed in 1926.²⁴ Debate was the first activity to be sponsored by the organ-

²⁴The Ohio High School Speech League Newsletter, September, 1949. See Appendix A.

ization, and now participation is extended to include in addition, humorous declamation, oratorical declamation, dramatic declamation, extempore speaking, original oratory, discussion, one-act play festivals, poetry reading festivals, and radio announcing festivals. In addition to The Ohio Speech League, there is The Ohio High School Activity Association which was organized by the Principal's Association. The contest program of The Ohio High School Speech League is approved by the Activity Association.

The rapid growth of these state associations and leagues fostering forensic activities led to the organization of The National Forensic League in 1925, a League that was national in scope and which recognized the broad potentialities of this particular type of speech education. Its purpose was,

. . . to further the interests of interscholastic forensic work; to provide a badge of distinction for those whose achievements demonstrate singular ability and persistent effort; and to encourage others to take up this exceedingly valuable training in effective public speech.²⁵

²⁵The National Forensic League 1925-1950, Commemorative Year-book (Ripon, Wisconsin: The National Forensic League, 1950), p. 32.

The charter membership list was composed of twenty-four schools from fifteen states, extending from Maine to Oregon and from Texas to South Dakota. It is interesting to note that six of these charter membership schools, representing five different states, are still active.

The National Forensic League has sponsored National Tournaments from 1931 to the present time, except during the war period. Debate, original oratory, extempore speaking, oratorical declamation, dramatic declamation, humorous declamation, poetry reading (1938),²⁶ radio announcing (1939), and Americanism (1941) have

²⁶The dates in parenthesis indicates the first year the event was mentioned in the summary of National Tournaments.

provided the areas of competition for the participants in these annual events. Table I indicates the growth of participation in the National Tournaments. It is to be noted that in the years, 1946,

TABLE I
PARTICIPATION IN NATIONAL TOURNAMENTS
OF THE NATIONAL FORENSIC LEAGUE

Year	Number of Contestants	Number of Schools	States Represented
1931	138	49	17
1932	247	92	23
1933	204	87	20
1934	346	150	26
1935	306	120	23
1936	365	153	29
1937	417	161	30
1938	456	150	28
1939	486	166	30
1940	468	170	29
1941	514	179	29
1945	Contest held only in extempore speaking		
1946	95	65	24
1947	86	60	22
1948	81	57	21
1949	104	66	24
1950	122	68	28

1947, and 1948, the number of contestants and the number of schools dropped quite sharply. This decided decrease may be traced to the restrictions of the North Central Association of Colleges and Secondary Schools and the action of the National Association of Secondary-School Principals.²⁷ The ruling of these organizations was

²⁷Ibid., p. 79.

intended to limit the number of students who could participate from any one school in a National or Regional Tournament; thus it did materially reduce the number of schools that were represented at these tournaments during those three years. In 1950, debate was reinstated following the ruling of the North Central Association to permit two students from any one school to attend the National Tournament as a debate team, but it necessitated the elimination of one entry in declamation.

It is also interesting to note that eighteen of the nineteen states involved in this research study are represented on the membership list of the National Forensic League. According to the membership roll, Ohio (55), Illinois (50), California (40),²⁸

²⁸This state is not included in the research project.

Minnesota (25), and Oklahoma (25) are the five leading states with the greatest number of chapters recorded. Moreover, the records also show that Ohio, Illinois, and California, the three leading states, have each held at least one National Tournament, and Ohio schools

have sponsored four such tournaments. It is apparent, then, that interest in the National Forensic League is associated with the sponsoring of a National Tournament.

Today, the National Forensic League claims a total membership, including alumni and honorary members, of approximately 60,000. Table II shows the growth of this organization by five year periods, from its beginning in 1925 until 1950. Certainly, not many organizations have grown as rapidly as the National Forensic League. It is particularly significant that during the years from 1940 to 1950, when war restrictions limited travel and the anti-contest feeling reached its peak, and in addition, when the National and Regional organizations set forth restrictions intending to reduce participation which was national in scope, the membership list continued to grow. Approximately 2,200 new memberships in the National Forensic League were awarded to high school students during this ten year period. It does appear, therefore, that the National Forensic League was cognizant of conditions throughout the nation and encouraged high school students to continue to strive for this learning experience in public speaking.

These brief reviews of the State and National Associations emphasize that (1) interscholastic forensic contests were sufficiently widespread to permit state-wide organizations soon after the turn of the century, (2) membership rolls have increased steadily, being affected by the major changes in secondary school organizations, and (3) there has been a tendency for the

TABLE II
GROWTH IN MEMBERSHIP OF THE NATIONAL FORENSIC LEAGUE

Year	Number of Chapters	Number of Members	Increase
1925	24	113	
1930	285	1230	1117
1935	428	1636	406
1940	500	2890	1254
1945	406	3288	398
1950	532	5172	1884

extra-curricular activity organizations to consolidate under one association in an effort to provide a more efficient handling of details common to all groups.²⁹ It was further observed that, (1)

²⁹Albert Edward Lambert, Jr., "A Survey of the State High School Speech Leagues Cooperating with the N. U. E. A. Committee on Debate Materials and Interstate Cooperation," (unpublished Master's thesis, University of Colorado, 1948).

the forensic activities included for statewide participation have been changed only slightly in the past twenty-five years, (2) the advent of the radio has been responsible for the addition of contests in radio speaking in some states, (3) the general area of declamation has been subdivided to allow for more individual events such as prose reading and verse reading from the printed page, (4) debate, original oratory, and extempore speaking have experienced

minor changes, but are basically the same as they were in 1925, (5) the use of the tournament has generally replaced the dual and triangular meets of an earlier period, and (6) in some cases the decisions have been replaced by group ratings rather than individual rankings.

It must be noted that co-existing with this growth in interscholastic forensic activities, there have been various attempts to limit and even to abolish the activities. These movements may be categorized briefly as (1) criticism, (2) attempted control at the state level, and (3) control through accrediting agencies of regional size.

As might be expected, the criticisms against the forensic contests have come from both the directors of the activities and from the public school administrators. In most cases, the articles criticizing interscholastic forensic contests have appeared in publications such as the National Education Association Journal, The Nations Schools, The Bulletin of the National Association of Secondary-School Principals, Clearing House, and School Review. In addition, The Quarterly Journal of Speech has printed several articles pointing out the weaknesses of contests. For example, in 1930, Arleigh Williamson presented an article on "Mal-practice in Speech Contests."³⁰ His principal conclusion was that contests have not

³⁰Arleigh B. Williamson, "Mal-practice in Speech Contests," The Quarterly Journal of Speech, XVI (November, 1930), 420-31.

kept pace with educational progress and that the speech profession is better known through contests than through classroom work. He also expressed himself as opposing the control of contests by groups outside the educational field. It is interesting to note that this last objection became the leading attack by educational leaders a decade later.

Other criticisms came from writers in the field of speech who were displeased with the types of materials used in declamation contests. Bryant³¹ pointed to the need for improvement in this area as

³¹Donald C. Bryant, "High School Prize Speaking Contests," The Quarterly Journal of Speech, XV, No. 2 (April, 1929), 166-180.

far back as 1929. It might be added that his article was written from experience with schools in New York. Still other writers such as Murphy³² and Abernathy³³ have encouraged the use of the festival

³²Richard Murphy, "Festival or Tournament," The Quarterly Journal of Speech, XXVII, No. 2 (October, 1941), 392-97.

³³Elton Abernathy, "The Criticism Against Speech Tournaments," The Quarterly Journal of Speech, XXVIII No. 3 (October, 1942), 354-56.

rather than the tournament.

The strongest and most repeated criticisms coming from the school administrators were: too much time from other school work; too costly; too few students in participation; and the lack of proper supervision while on trips.³⁴

³⁴G. A. Manning, "How Should Schools Control Contests, Tournaments, and Festivals," The Bulletin of the National Association of Secondary-School Principals, XXV (December, 1941), 99-112.

Ralph N. Schmidt, "Some Current Problems in Contest Speech," The Quarterly Journal of Speech, XXIX (February, 1943), 93-99.

Naturally then, this period of criticism was followed by attempts to control the activities through (1) the placing of all activities under one organization, and (2) the action of the Secondary School Principals Association.

In 1930, Michigan was one of the first states to limit contests.³⁵ Kansas organized the State High School Activities Associa-

³⁵Loc. cit.

tion in 1937, and soon after, interscholastic contests were limited to schools within state lines, except in rare instances where geographical location permitted inter-state meets to be held more conveniently than by meeting schools within the state. Illinois adopted this same pattern in 1940. The creation of the Illinois High School Activity Association was soon followed by the limitation of interscholastic competition. Furthermore, a plan was established which required schools to receive sanctions to hold tournaments from the State Office of the Illinois High School Association, and no school could participate in a state or interstate contest unless it was sanctioned under penalty of forced ineligibility. This action was quite effective since the eligibility of the school to participate

in interscholastic athletics was now to be affected by other contests. The principals were careful to see that no violations occurred.

The third method of control was through the action of the National Association of Secondary School Principals. This group, after hearing the complaints of the representatives from the various State Principals' Associations, recommended that the North Central Association take the necessary action to make effective the previously mentioned state rulings. Consequently, the North Central Association, in March 1941, adopted Criterion 10B which in part stated, ". . . a secondary school which is a member of the North Central Association shall not participate in any contest or tournament, . . . unless approved by the state committee"³⁶

³⁶Loc. cit.

During the intervening years, leaders in forensic activities continued to work toward improvement of the contests. However, in 1950, some members of the North Central Association believed that little had been accomplished and therefore moved to amend the Contest Committee's report by stating, in brief, ". . . that all contests, other than athletics, should be abolished."³⁷ A storm of protest met

³⁷North Central Association Report (March, 1950), Mimeographed. See Appendix B.

this decision. Within the year the Speech Association of America appointed a committee to meet with the Chairman of the Contest

Committee of the North Central Association to work out a solution of the problem.³⁸ The report of this committee was presented to

³⁸This committee was composed of: James H. McBurney, Chairman of the committee, Dean of the School of Speech, Northwestern University, Evanston; Bower Aly, editor of the Quarterly Journal of Speech and Professor of Speech, University of Missouri, Columbia, Missouri; Orville Hitchcock, Executive Secretary Elect of the Speech Association of America, and Professor of Speech, The State University of Iowa, Iowa City, Iowa; Loren D. Reid, Executive Secretary, Speech Association of America, and Professor of Speech, University of Missouri, Columbia, Missouri; and Karl R. Wallace, Head of the Department of Speech, University of Illinois, Urbana, Illinois. A list of the consultants to the committee as well as the entire committee report will be found in Appendix C.

the North Central Association at its March meeting in 1952, and was approved by the Association.

A review of the literature in the field of forensic activities.

Much of the literature on extra-curricular activities in general has been referred to in a previous section of this chapter; therefore, this discussion will be limited primarily to a review of the voluminous writings in forensics. These writings may be divided into those of a general nature, those that have grown out of research that has been conducted in specific fields of forensic activities, and studies dealing with the contribution of speech to the growth and development of the individual.

There have been many bibliographies developed that provide convenient sources from which one may secure lists of articles and research studies dealing with specialized areas of speech. One such aid to research workers has been provided by Knower through his

"Selected Bibliography of Bibliographies for Students of Speech."³⁹

³⁹Franklin H. Knowler, "A Selected Bibliography of Bibliographies for Students of Speech," The Southern Speech Journal, XVII (December, 1951), 141-153.

In this work one may find bibliographies pertaining to general speech, rhetoric and public address, radio and television, theatre, speech and hearing disorders, and speech education.

An index of theses has been published annually by Knowler in the Speech Monographs since 1934.⁴⁰ These indexes provide a list

⁴⁰Franklin H. Knowler, "Graduate Theses -- An Index of Graduate Work in the Field of Speech and Drama from 1902 to 1934, No. 1," Speech Monographs, 2:1-50, 1935; "No. II," 3:1-21, 1936; "No. III," 4:1-17, 1937; "No. IV," 5: 1-16, 1938; "No. V," 6: 1-20, 1939; "No. VI," 7: 1-22, 1940; "No. VII," 8: 1-23, 1941; "No. VIII," 9: 1-28, 1942; "No. IX," 10: 1-13, 1943; "No. X," 11: 1-9, 1944; "No. XI," 12: 1-9, 1945; "No. XII, 1902-1944," 12: 9-30, 1945; "No. XIII," 13: 122-129, 1946; "No. XIV," 14: 219-226, 1947; "No. XV," 15: 258-263, 1948; "No. XVI," 16: 364-380, 1949; "No. XVII," 17: 180-207, 1950; "No. XVIII," 18: 135-161, 1951.

of the titles and authors of all Master's theses as well as Doctoral dissertations submitted by all the cooperating schools. In addition, tables are included that show the number of degrees awarded by each school for the current year and an accumulating total of degrees awarded by each institution since 1902. The theses are numbered accumulatively and listed by colleges in one section, and in the next section, a short title and the identifying number are used to compile an index under the following main divisions: fundamentals of speech, public address, interpretative reading, radio and

television, theatre, speech and hearing disorders, and speech education.

For the past seven years, Dow⁴¹ has annually published in

⁴¹Clyde W. Dow, "Abstracts of Theses in the Field of Speech and Drama," Speech Monographs, 13: 99-121, 1946; "II," 14: 187-218, 1947; "III," 15: 188-250, 1948; "IV," 16: 290-363, 1949; "V," 17: 227-329, 1950, "VI," 18: 122-134, 1951, "VII," 19: 112-156.

the Speech Monographs, "Abstracts of Theses in the Field of Speech and Drama." In general, these theses are listed in Knower's "Index," mentioned previously, and they are divided into the same seven classifications.

As a further guide to research in speech, Auer has twice published previews of "Doctoral Dissertations in Progress."⁴² This

⁴²J. Jeffrey Auer, "Doctoral Dissertations in Speech: Work in Progress, 1952," Speech Monographs, XVIII (June, 1951), 103-112; XIX (June, 1952), 162-72.

index likewise divides the projected research studies into the previously mentioned seven divisions.

Gilkinson⁴³ has provided another approach to the research

⁴³Howard Gilkinson, Outlines of Research in General Speech (Minneapolis: Burgess Publishing Company, 1943, Third Printing, 1948).

that has been done in speech education through his Outlines of Research. This compilation uses a three-fold classification, and correlates speech skill, speaker-audience research, and effects of

speech training as a means of organizing the various research studies. Each of these main divisions has ten or more subdivisions which serve to spread the research through a number of areas.

The official publications of the Speech Association of America, The Quarterly Journal of Speech, Speech Monographs, and the Speech Teacher have served as the principal media for the professional exchange of ideas concerning the values to be achieved through the forensic programs as well as any disadvantages that have accrued through the misuse of the activities. These articles may be divided into two main divisions: those of a critical nature, and those that are the direct outgrowth of research that has been carried on in the specific field.

It is significant to note that as early as 1916, there was an urge to place contests upon the highest and best possible basis.⁴⁴

⁴⁴Andrew Thomas Weaver, "The Interschool Forensic Contest," The Quarterly Journal of Speech, II (April, 1916), 141-148. This paper was originally presented at the meeting of the North Central Academic Association, Chicago, March 4, 1916.

Moreover, an attempt was made by the North Central Academic Association to secure leaders from the field of speech to discuss for them the problems involved in conducting high school forensic contests. Again, in 1918, Weaver presented an analysis of high school debating to the readers of The Quarterly Journal of Speech. In this article he indicated the need for an evaluation of argumentation and debate by those in charge of the curriculum, and also the need for securing

competent instructors for such courses.⁴⁵

⁴⁵Andrew Thomas Weaver, "Argumentation and Debating in High Schools," The Quarterly Journal of Speech, IV (March, 1918), 160-169.

The interscholastic contest was recognized as a useful public relations project by the universities as early as 1916. Highsaw⁴⁶

⁴⁶J. L. Highsaw, "Interscholastic Debates in Relation to Political Opinion," The Quarterly Journal of Speech, II (October, 1916), 365-377.

pointed out the significance of the increase in the membership of various State Leagues throughout the country. He indicated that the interscholastic meets were conducted by the state universities, the private colleges, and by the state leagues.

By the 1930's, many leaders in the field of speech tried to solve the problems that had arisen in conducting interscholastic forensic activities by analyzing the purposes or objectives of the activities, such as debate, or by showing the advantages gained by the participants. Harshbarger⁴⁷ presented several reasons for

⁴⁷H. Clay Harshbarger, "Debate Purposes," The Quarterly Journal of Speech, XVII (February, 1931), 95-99.

carrying on debate programs. He agreed with others who believed debate should be considered as a game, and he also said it might be a search for truth. It was his opinion that the value of debate as a factor in the formulation of public opinion has been neglected. He

further advocated that, "When debates are held to accomplish acknowledged purposes much of the current discussion will disappear".⁴⁸

⁴⁸Ibid., p. 99.

Periodically, other articles have been written concerning the objectives of high school debating. In 1935, Konigsberg⁴⁹ advocated

⁴⁹Evelyn Konigsberg, "What Should Be Our Objective in High School Debating?", The Quarterly Journal of Speech, XXI (June, 1935), 392-96.

the use of non-decision debates as a means of developing citizenship. In general, she condemns contest debating by indicating that, ". . . debate tends to develop in students an attitude of exhibitionism, to foster glibness, and to put undue stress upon the element of competition and the desire to win at all costs."⁵⁰ The objectives of

⁵⁰Ibid., p. 392.

high school debating were further enumerated by Ridgway⁵¹ who

⁵¹James M. Ridgway, "Educational Principles and Contest Debating," The Quarterly Journal of Speech, XXVII (December, 1941), 542-46.

concluded that debating should be taught in accord with the best current teaching techniques.

The quality of the speeches prepared by high school debaters was attacked by Loeb and Weisman.⁵² It was their opinion that

⁵²Helen Loeb, and Anna Weisman, "High School Debating," The Quarterly Journal of Speech, XX (June, 1934), 419-21.

participants in high school debates too frequently used excerpts from debate manuals and handbooks which usually resulted in a mere accumulation of quotations from authorities. They would prefer the speeches to be self-expressive and to be good examples of logical reasoning.

An attempt was made to discuss the philosophy of high school debating by Keller⁵³ and Hellman⁵⁴ in articles appearing ten years

⁵³I. C. Keller, "Is It Debating?", The Quarterly Journal of Speech, XXI (November, 1935), 506-10.

⁵⁴Hugo E. Hellman, "Debating is Debating," The Quarterly Journal of Speech, XXXI (October, 1945), 295-300.

apart. Keller summarized his article by emphasizing that debate was not reading and that judges should penalize debaters who read extensively. Hellman took a firm stand in the defense of debate as a tool for training high school students in the effective presentation of carefully planned arguments.

Quite a different approach to debating was upheld by Mayer⁵⁵ and Smith.⁵⁶ Both of these articles emphasize sportsmanship and the

⁵⁵J. Edmund Mayer, "Personality Development Through Debating," The Quarterly Journal of Speech, XXII (December, 1936), 607-11.

⁵⁶Carney C. Smith, "Debating: A Training School for Life," The Quarterly Journal of Speech, XXIII (October, 1937), 426-31.

social aspect of debate training. Mayer held that, ". . . debaters learned to face life situations . . . ,⁵⁷ and Smith suggested that,

⁵⁷Mayer, op. cit. p. 608.

". . . the only way a just decision can be won either in debate or in life is by thorough preparation."⁵⁸ Certainly, these two discussions

⁵⁸Smith, op. cit., p. 429.

are just as timely today as they were during the period in which they appeared.

A symposium on the problem of judging debates was presented by Wells⁵⁹ and O'Neill.⁶⁰ Wells advocated the use of the "jury vote"

⁵⁹Hugh Neal Wells, "Judging Debates," The Quarterly Journal of Speech, III (October, 1917), 336-45.

⁶⁰James M. O'Neill, "The Juryman's Vote in Debate," The Quarterly Journal of Speech, III (October, 1917), 346-55.

in reaching a decision in the debate contest. To him, debate was not a game. He emphasized the opinion that debating should contribute to the development of the mental abilities of the participants. O'Neill presented a direct refutation to Wells by supporting the "critic judge" system in decision debating. He did not support the contention that a panel of judges representing the "jury" could be relied upon to render a just decision.

Another phase of decision debating was discussed by Wood⁶¹ and Westerfield.⁶² Wood was definitely opposed to decisions in high

⁶¹Kenneth Scott Wood, "Is the Decision Element a Detriment to High School Debating Objectives?", The Quarterly Journal of Speech, XXV (April, 1939), 254-261.

⁶²Hargis Westerfield, "Decision Debating: A Philosophy," The Quarterly Journal of Speech, XXVIII (February, 1942), 24-27.

school debates. He favored the use of a critique presented by a person well qualified to discuss effective debating. This procedure, he believed, was more in harmony with the educational objectives of debating. On the other hand, Westerfield enumerated the values the participants received from a decision in each contest. It was his contention that decisions served to condition boys and girls for life situations.

These articles clearly show the trend of the discussions concerning debating that have appeared in The Quarterly Journal of Speech. They were selected to show that the directors of forensic activities and the leaders in speech education have been fully aware of the existing problems in the area of interscholastic competition. From these writings, then, one must be impressed with the straightforward attempt that has been made through the years to find solutions to these problems.

Other areas of forensic activities have not been neglected in this constant struggle to improve forensic work. As early as 1920, the educational values of reading and declamation were discussed by Johnson.⁶³ Experiences with high school declaimers in Wisconsin led Miss Johnson to the declaration that education is accomplished more

⁶³Gertrude E. Johnson, "Education Through Reading and Declamation," The Quarterly Journal of Speech, VI (February, 1920), 48-54.

adequately through oral reading than through declamation. She stressed the need for students to learn to read expressively and by these techniques to learn to interpret material for the listeners. Miss Johnson was supported in her views by Miss Herring⁶⁴ who insisted that, ". . . the function of the high school was to prepare

⁶⁴Bertha Forbes Herring, "Vocal Interpretation of Literature in High Schools," The Quarterly Journal of Speech, VI (November, 1920), 52-58.

pupils to read intelligently, not necessarily artistically." This article continues with a course outline to be followed in teaching a high school class.

Again, in interpretative reading as in debate, the symposium was used as a means of presenting more than one point of view in a single issue of The Quarterly Journal of Speech. Ellen C. Henderson⁶⁵

⁶⁵Ellen C. Henderson, "Some Principles of Oral Reading," The Quarterly Journal of Speech, XX (April, 1934), 287-289.

presented the point of view that good reading embodies the same characteristics as good speaking. On the other hand, Vera Alice Paul⁶⁶ advocated the use of oral reading at the elementary level. She believed the children were more interested in self-expression when

⁶⁶Vera Alice Paul, "Suggestions for Teaching Oral Reading," The Quarterly Journal of Speech, XX (April, 1934), 299-306.

there was no thought of criticism. The declared values of oral reading found in these articles were not strictly limited to the classroom, but could be interpreted to apply whenever oral reading was used.

The final group of articles selected for review in this section were related to the organization of speech contests. Perhaps the first extemporaneous speaking contest held in South Dakota is described by Wilds.⁶⁷ A list of twenty topics was used and after the

⁶⁷Elmer Harrison Wilds, "A Practical High School Speaking Contest," The Quarterly Journal of Speech, III (April, 1917), 178-183.

contestants drew one topic,⁶⁸ they then went to a room where, ". . .

⁶⁸Present day rules usually permit the drawing of three topics from which one is selected.

without the aid of books or paper they thought out their speeches."

Ewbank⁶⁹ discussed the relation of contests to educational

⁶⁹H. L. Ewbank, "Speech Contests as Educational Techniques," The Quarterly Journal of Speech, XXII (April, 1936), 187-199.

techniques. A large portion of this article was devoted to tracing the history of the forensic contests and shows that the desire to win a victory has been prevalent throughout all periods and is not

a development of the present age.

How a school developed a speech program from one that reached an extremely small number of students who participated only in debate to one that served a relatively large proportion of the student body, was presented by Caldwell.⁷⁰ The expanded program offered six

⁷⁰Russell L. Caldwell, "Building a Program of Extra-curricular Speech in High School," The Quarterly Journal of Speech, XXII (October, 1936), 397-400.

types of contest activities to the participants. The author expressed a feeling of commendation for the decision system then prevalent in interscholastic forensic contests.

The educational objectives of high school speech contests were again reviewed by Kingsbury.⁷¹ Like many other writers, Kingsbury

⁷¹Warren I. Kingsbury, "The Educational Objectives of the High School Speech Contest," The Quarterly Journal of Speech, XXIII (October, 1937), 474-477.

selected a statement of educational objectives by a prominent leader in education as a point of departure. He then pointed out how forensic activities have fulfilled these objectives. In this case, Dr. Glenn Frank was the educational leader quoted by Kingsbury.

Finally, in 1943, Schmidt discussed some of the problems in contest speech with the hope of bringing about a clearer understanding of the difficulties. From the writings of his time, he abstracted five specific objections frequently charged to interscholastic forensic contests. He closed his article with the following five

recommendations:

First, that a joint committee be appointed consisting of three members each from the following organizations: The National Association of Teachers of Speech, the National Association of Secondary School Principals, the National University Extension Division Association, and the North Central Association of Colleges and Secondary Schools. The function of this group would be to discuss face-to-face the educational objectives of contest speech and the most favorable means of achieving those objectives.

Second, that the North Central Association of Colleges and Secondary Schools, the National Association of Secondary School Principals and the National University Extension Association be given the right to appoint two new members each to meet with the Executive Council (five members) of the National Forensic League to aid in the planning and conduct of the National High School Speech Tournament.

Third, that the first two bodies named above impress upon their constituency their responsibility for the type of contest speech conducted in their schools, as well as for the type of coach and coaching.

Fourth, that the National High School Speech Tournament be held in June after the close of the academic year.

Fifth, that the individual contestant be limited in the number of interschool practice contests in which he may participate.⁷²

⁷²Schmidt, op. cit., 98-99.

In addition to this literature, written with an intent to influence opinions concerning extra-curricular forensic activities, a number of research studies on these problems are also available. Some of these studies have appeared in the Speech Monographs, others have been abstracted for the annual summary by Dow,⁷³ and

⁷³Dow, op. cit.

still others have appeared in The Quarterly Journal of Speech. A selected representative group of these studies served as background reading for this study.

Two studies were based upon the effect of debating on the critical thinking ability of the participants. Howell⁷⁴ tested the

⁷⁴William Smiley Howell, "Effects of High School Debating on Critical Thinking," Speech Monographs, X (1943), 96.

ability of high school students to think clearly. Two groups of students from Wisconsin high schools were used for this study. Tests of critical thinking were prepared and administered to both groups. The results showed that while debaters generally outgained non-debaters statistically, the difference in gain was not significant. Also, the study revealed that coaches reported skilled debaters made higher scores on the Watson-Glaser Tests. The final conclusion was that from these data one cannot conclude that debating as used in the Wisconsin high schools significantly increases skill in critical thinking.

A second study of critical thinking in relation to debate was reported by Brembeck.⁷⁵ This study was effected by using college

⁷⁵Winston L. Brembeck, "The Effects of a Course in Argumentation on Critical Thinking Ability," Speech Monographs, XVI (September, 1949), 177-189.

classes in argumentation from eleven schools totaling 202 students. Control groups were established in each of the schools to match the

experimental groups. The Watson-Glaser Tests of Critical Thinking, as revised by Howell, were used. The data gathered in this experiment supported the conclusion that argumentation students, as a whole, were significantly better than the control group in critical thinking. The data also revealed that there was no significant correlation between age and gain in critical thinking scores in this experiment. This study also points out that debaters did not significantly outgain nondebaters. Thus, a question was raised as to whether the value of such training is limited to the superior student.

Research studies in the area of speech education frequently extend into the extra-curricular or co-curricular activities. An early study by Williams⁷⁶ was made in 1921, using the schools of

⁷⁶R. E. Williams, "A Survey of Speech Training in High Schools of the United States with Recommendations for its Improvement," The Quarterly Journal of Speech, VIII (June, 1922), 224-25.

the North Central Association of Colleges and Secondary Schools as the basis for his research. Over one thousand schools were studied with the general conclusion that almost one-third offered some speech experiences to their students which represented a considerable gain over the past decade.

The secondary schools of the nation were again studied to determine the status of speech by Krefting.⁷⁷ These summaries of her study were printed in three successive issues of The Quarterly

⁷⁷Clara Krefting, "The Status of Speech in the Secondary Schools of the Southern States," The Quarterly Journal of Speech, XXIV (February, 1938), 95-101; "Of the West and East," (February, 1938), 248-257; and "Of the Central States," XXIII (December, 1937), 594-602.

Journal of Speech. It was found that in the Eastern states, the speech program of the secondary schools is largely extra-curricular, while in the other sections class work and extra-curricular activities share, to some degree, the emphasis. In Oklahoma and Florida, more schools reportedly stressed the extra-curricular activities. In the West, New Mexico, Nevada, and Washington were the least active states from the point of view of speech education.

A recent study by Phelps⁷⁸ used eighty-four public schools of

⁷⁸Waldo Woodson Phelps, "A Survey of Speech Education in the Public Senior High Schools of California," (unpublished Doctor's dissertation, The University of Southern California, 1950).

California as the source of data. He was interested in the frequency and amount of speech education in the public high schools, the training of the teachers, the attitude of the administrators toward speech education, and the differences relative to speech education that are directly traceable to location and/or size of the schools. He employed the personal interview technique and prepared a short questionnaire to be used during the interview for which he designed a system of abbreviations to permit rapid reporting of the responses to the questions. His conclusions were

embodied in twenty-one statements, a few of which are here summarized: 85 per cent of those taking speech were in elective classes; 90 per cent of the teachers interviewed believed speech should be taught in separate classes, while 18 per cent thought it should be combined with other work as well as taught in separate classes; dramatics and public speaking were the most frequently mentioned aspects of speech to be emphasized in the curriculum; 20 per cent of administrators desired speech majors as teachers of speech, 23 per cent would accept a teacher with a major or minor in speech, 34 per cent a minor and 23 per cent less than a minor; 98 per cent mentioned play production as an activity to be included in the school schedule, while 42 per cent mentioned debating, and 51 per cent mentioned participation in community activities; and neither geographical location nor the size of the school was important in explaining the extent of the speech program. More important were the sympathetic attitudes on the part of the administrators toward speech education and the need of well-trained, competent teachers of speech. Mr. Phelps also reviewed other studies in the same area.⁷⁹

⁷⁹For the studies reviewed by Phelps see: Robert Cathcart, "Investigating California High School Speech Activities to Determine the Need for an Improved Speech Program," (unpublished Master's thesis, Redlands University, 1947), 53; Harrison Karr, "An Investigation of the Speech Activities in the High Schools of Los Angeles County, with Special Attention to the Effects of an Integrated Program upon the Aims, Methods, and Results of Speech Training," (unpublished Doctor's dissertation, The University of Southern California, 1938); Conrad Freed, "The Role of Speech in the Educative Process," (unpublished Doctor's dissertation, The University

of Southern California, 1940); Marian Helen Purcell, "A Survey of Speech Education in the Public Schools of New Mexico," (unpublished Master's thesis, University of Denver, 1946), 209; and Delbert Ruetter, "An Analysis and Evaluation of the Speech Courses in the Secondary Schools of South Dakota," (unpublished Master's thesis, University of South Dakota, 1937).

The forensic organizations have served as the subject for several research studies in recent years. Kyker⁸⁰ traced the

⁸⁰Rex Paxton Kyker, "A History and Evaluation of the Forensic Division of the Interscholastic League of Texas," (unpublished Master's thesis, The State University of Iowa, 1946).

history of the Interscholastic League of Texas, emphasizing the addition of contest areas. He concluded that the League has adequately served the schools of Texas.

Brockhouse,⁸¹ working through the office of the Board of

⁸¹Herman Henry Brockhouse, "The History of the Wisconsin High School Forensic League," (unpublished Doctor's dissertation, University of Wisconsin, 1949).

Control, carried on an extensive study of the Wisconsin High School Forensic Association. At the same time, he gathered extensive data relative to the number of students who participated in activities, the number of practice debates held in the schools, and the offices and positions of responsibility held by forensic students in their school, church, and community. Much of his information was secured by means of questionnaires. The results of this study are especially pertinent in the fields of "scholastic, citizenship, and personality ratings." It was predicted that over three-fourths of

the contestants would achieve more than average success at the university. Almost three-fourths of the students were characterized as either displaying leadership ability, or as sometimes leading in major affairs.⁸²

⁸²Ibid., p. 461.

A third study of forensic leagues included those cooperating with the National University Extension Association. Lambert⁸³ also

⁸³Albert Edward Lambert, Jr., "A Survey of the State High School Speech Leagues Cooperating with the N. U. E. A. Committee on Debate Materials and Interstate Cooperation," (unpublished Master's thesis, University of Colorado, 1948).

used the questionnaire method of gathering data. His findings indicated that leagues sponsored by colleges and universities include more different activities in their programs than do leagues that are independently sponsored. More activities are also offered by leagues governed by a Board of Control, by those leagues having budgets in excess of \$1,000, and those leagues having large memberships. Other interesting results of this study are: 82 per cent of the leagues permit participation in other states; 65 per cent of the leagues are sponsored by colleges or universities; debate is the only activity sponsored by all leagues; and 79.3 per cent of the leagues sponsor an annual state speech meet of which 72.7 per cent are competitive in nature.

Debating as an extra-curricular activity has been the basis of many research studies, two of which are so closely related to the

present problem that they should be included in this review.

Martin⁸⁴ selected one hundred representative schools to study

⁸⁴George W. Martin, "An Administrative Appraisal of High School Debating in Three Midwestern States," (unpublished Master's thesis, The State University of Iowa, 1946).

concerning the values and recognized objections of interscholastic high school debating. He obtained his data from the superintendents and principals of these representative schools. He reported that in general, the educational values of debating are being realized to a high degree, and the objections to the activity are usually over emphasized. He found that the objections were not inherent in the activity, but were frequently directed against the manner of conducting the contests. It was suggested that by placing debate in the curriculum the major objection of "too few participants" could be overcome. Martin's research used only one hundred schools and relied upon replies from administrators only, while the present study included replies from 708 schools with the data obtained from administrators, forensic directors, students engaged in the activity, and alumni.

Another study of high school debating was conducted by Nelson.⁸⁵ It was his avowed purpose to discover the number of

⁸⁵Theodore F. Nelson, "Debating in Illinois High Schools," The Quarterly Journal of Speech, XXI (April, 1935), 246-251.

students participating in high school debating in Illinois, the

manner in which the activity is conducted relative to tryouts, coaching, preparation of speeches, conducting of tournaments, and the procedures for financing the activity. His data revealed that in nearly half of the schools participating in the study the generally accepted procedures were followed in preparing the debaters for contests, that reference material was read by the debaters, that questions were discussed in meetings, and that briefs were prepared jointly by the debaters and the coach. Financing of the activity, even in 1935, was largely through the Board of Education, with 31 per cent of the schools relying upon funds derived from selling candy and other refreshments at athletic events. The average budget for all schools was \$60.66.

In delimiting the literature to specific studies in specialized speech areas which bear upon this study, it is interesting to note that in the light of these circumstances the men and women who are responsible for directing these speech activities in our secondary schools have been generous in discussing the problems involved in directing these activities. Furthermore, these research educators have attempted to be both critical and scientific in evaluating speech activities at the secondary school level.

CHAPTER II

THE METHOD USED IN THE RESEARCH PROJECT

Introduction. After selecting and stating the problem, the next step was to determine the research technique that would yield the most reliable and useful data. As pointed out by Whitney, "Just whatever data can easily be gathered will not be sufficient. Only and all those facts pertinent to the principal aim of the study should be collected."¹ It was clear from the beginning that the

¹Frederick Lamson Whitney, The Elements of Research (New York: Prentice-Hall, Inc., 1946), p. 128.

research study was to be descriptive in character, and that the data should be secured at their source.

Some of the various tools for collecting data suggested by Whitney were informal or direct observation, the questionnaire, the schedule, the personal interview list, the score card, the rating scale, the test, and the index number.² An analysis of each of these

²Ibid., pp. 135-146.

tools resulted in discarding those which would tend to limit the research activity to small areas because they would have been impractical for this project. Thus it was decided that the questionnaire survey provided the best means of collecting the data necessary to permit a careful and accurate treatment of the basic

hypothesis involved in the study.

The questionnaire method. This method of collecting the data was accepted with the knowledge that the procedure had many problems to be overcome. Nearly every writer in the field of educational research has leveled certain objections on the use of the questionnaire method of gathering data. Many of these criticisms seem to come, as Phelps³ pointed out, from the vast number of

³Waldo Woodson Phelps, "A Survey of Speech Education in the Public Senior High Schools of California," (unpublished Doctor's dissertation, The University of Southern California, 1950).

questionnaires received by the school administrators. However, it is usually noted that most of the writers are willing to concede that the questionnaire, if properly handled, has a place in educational research. The defense of the questionnaire is well stated in A Cyclopedia of Education by these words:

The use of the method [the questionnaire] has been subjected to criticism in all studies which deal with opinions rather than facts. When any attempt is made to go beyond a plain numerical answer or an answer of yes or no, there is the danger that the replies merely record the opinions of the few people who choose to reply, and these may be of no greater value than the opinion of the investigator.

.
There is still some place, however, for the questionnaire method, provided the questions can be answered numerically, or by "yes" or "no", cannot lead to any misunderstanding and can be answered without bias, and leave no loopholes for a partial answer.⁴

⁴Paul Monroe, editor, A Cyclopedia of Education (New York: The MacMillan Company, 1913), V, 99.

Further support for the use of the questionnaire is offered by S. A. Romine, writing in the Journal of Educational Research. He stated that, "Nevertheless, for some studies they [questionnaires] are about the only practical devices available, and if carefully constructed and checked prior to use, they may serve the researcher well."⁵ Frazen and Lazarsfeld pointed out that:

⁵S. A. Romine, "Criteria for a Better Questionnaire," Journal of Educational Research, XLII (September, 1948), 69-71.

The results are stated to indicate that mail questionnaires can produce valid samples of comparatively homogeneous groups and that the answers to some questions given in a mail questionnaire are more freely given than the answers the same people give to the same question when face to face with the interviewer.⁶

⁶Raymond Frazen and Paul F. Lazarsfeld, "Mail Questionnaires as a Research Problem," Journal of Psychology, XX (October, 1945), 293-321.

Jenkins holds, ". . . that much valuable information can be secured from the proper use of questionnaires."⁷

⁷J. G. Jenkins, "The Questionnaire as a Research Instrument," Trans., New York Academy Science, Ser. II, 2, No. 5 (March, 1940), 118-140.

Questionnaires are sometimes criticized because of loaded-words used in the framing of the statements which tend to create a bias in the response. An example of this form of bias is shown by the addition of President Roosevelt's name to questions which

resulted in a 5 per cent increase in affirmative answers.⁸ Further,

⁸S. Roslow and A. B. Blankenship, "Effect of the Form of the Question," (Round Table Talk Before the American Association for Applied Psychology, November, 1939).

the problem of wording is discussed by Cantril who says in part, "Even the simplest word may become slippery."⁹ The bias which is so

⁹Hadley Cantril, Gauging Public Opinion (Princeton University Press, 1947), 1.

frequently mentioned in polling techniques, Cantril admits, ". . . that even after careful elaborate testing for bias, many items remain obscure."¹⁰

¹⁰Loc. cit.

There is always the problem of the "no-response" group, which is evidenced by a failure to return the questionnaire or if the instrument is returned, many items are left unanswered. This matter has been studied and suggestions have been offered concerning the effect of these non-respondents on the interpretation of the data. John Harding, who contributed a section on "Refusals as a Source of Bias" to Cantril's Gauging Public Opinion said, "Even the differences found on this question, however, are not large enough to have much practical significance. Our conclusion from these data is that refusals do not greatly affect the extent to which the sample secured by poll interviewers is a representative cross section."¹¹ Further, Reid in his study of "Respondents and Non-Respondents

¹¹Ibid., p. 123.

to Mail Questionnaires," summarizes a report from the National Educational Association Research Staff in these terms, "Replies from respondents cannot be considered representative of non-respondents."¹² However, Toops¹³ found that the returns from follow-ups did not

¹²Seerley Reid, "Respondents and Non-Respondents to Mail Questionnaires," Educational Research Bulletin, XXI (April, 1942), 87-96.

¹³Herbert A. Toops, "The Returns from Follow-Up Letters to Questionnaires," Journal of Applied Psychology, X (March, 1926), 92-101.

materially change the conclusions of the inquiry.

Will the questionnaire return a sufficiently large number of responses to permit careful analysis and the drawing of crucial conclusions? It is held that the larger the sample the less chance there is of getting a high percentage of returns, but a sufficiently large number of responses will be available for purposes of analysis. In planning a research-survey, the investigator has to determine which he considers is more important: to be able to report a high percentage of returns of a small sample or a smaller percentage of a larger sample. It was our judgment that the relatively large number of returns representing the nineteen states included in the territory served by the North Central Association of Colleges and Secondary Schools would be more significant for

this study than the use of a smaller selected sample.

The expected return from the questionnaire is summed up by Almack who states that, ". . . 50 per cent return is normal; only when exceptional care is used in the form, and when the subject is of exceptional interest and importance can a return of 75 per cent be realized."¹⁴ Trow points out that, ". . . usually a third to a

¹⁴John C. Almack, Research and Thesis Writing (Boston: Houghton Mifflin Company, 1930), p. 216.

half of the persons circulated do not answer."¹⁵ It has been shown by Toops¹⁶ that repeated follow-ups of a selected sample can result

¹⁵William Clark Trow, Scientific Method in Education (Boston: Houghton Mifflin Company, 1925), 101.

¹⁶Toops, op. cit., 92-101.

in a 100 per cent return. These follow-ups, according to Sletto¹⁷

¹⁷R. F. Sletto, "Pretesting of Questionnaires," American Sociological Review, V (February, 1940), 193-200.

are just as effective if a post card is used as if a letter is written.

In addition to the support of the questionnaire method by these authorities, studies prepared by Knower,¹⁸ Trump,¹⁹ Brockhouse,²⁰ and Lambert²¹ employed the questionnaire as a device

¹⁸Franklin H. Knower, Speech Education in Ohio (Columbus: The Department of Speech, The Ohio State University, 1950).

¹⁹J. Lloyd Trump, High School Extracurriculum Activities (Chicago: University of Chicago Press, 1944).

²⁰Herman Henry Brockhouse, "The History of the Wisconsin High School Forensic Association," (unpublished Doctor's dissertation, University of Wisconsin, 1949).

²¹Albert Edward Lambert, Jr., "A Survey of the State High School Speech Leagues Cooperating with the N. U. E. A., Committee on Debate Materials and Interstate Cooperation," (unpublished Master's thesis, University of Colorado, 1948).

for gathering part of their data. The research questionnaire was therefore accepted as the most feasible tool to be used in the quest for data from this large group of schools in nineteen states.

The preparation of the questionnaire. The pattern to be followed in preparing the questionnaire²² was developed from the

²²Samples of the four questionnaires used in this study will be found in Appendix C.

suggestions offered by Whitney²³ who reports the chart for Evaluation

²³Whitney, op. cit., pp. 136-137.

of a Questionnaire recommended by the National Education Association, and the criteria to follow in making a questionnaire as proposed by Whipple. In addition to these criteria, the work of Toops²⁴ was also found to be quite helpful. The questionnaire

²⁴Toops, op. cit., pp. 92-101.

studies referred to previously in this chapter offered many helpful

suggestions relative to the wording of the questions and the forms to be used in recording the responses by the respondents.

Before formulating any questions, a general outline of the scope of the study was prepared, setting forth four main areas into which the information to be found could be divided. These four areas were: (1) identification items of both the school and the respondent, (2) the evaluation of certain forensic activities, (3) the identification and evaluation of certain specific problems in forensic activities, and (4) the comparable values of forensics for high school students.

Identification items in the questionnaire. Identification of the respondent is important in a questionnaire study. Maller²⁵

²⁵J. B. Maller, "The Effect of Signing One's Name," School and Society, XXXI (June, 1930), 882-884.

recommends signing the name because of the desirable effect on the respondent. This recommendation was followed in Part II of the original instrument, but in dealing with the administrators, the same effect was obtained by asking several pertinent questions concerning their experiences in the forensic field and their present position. Maller also suggested that the signature should come at the end of the questionnaire. This advice was followed by placing the personal identification items at the close of the questionnaire.

The name of the school, city, and state were requested as the first item in the questionnaire. This was done to permit

ready geographical classification of the results as well as to avoid confusion with the personal identification items of the administrator.

The size of the school was asked in order to facilitate the classification and evaluation of the responses. It was difficult to determine the enrollment categories to use, as there is little uniformity in this matter in research that may be used as a guide.²⁶ A

²⁶Phelps used a four-fold classification for his California study; Trump divided the population used in his research into small, medium, and large schools; and Johnson used eleven classifications in his report on "The Teaching of Science in the Public High School."

three-fold classification of (1) Below 250, (2) 250-1000, and (3) Over 1000 seemed to be sufficient to meet the needs of this study. These classifications may also be referred to as (1) small, (2) medium, and (3) large schools. The schools were further classified as either public, private, or parochial.

The next two items were to provide data relating to the interest of the school in forensic activities. It is interesting to know how many organization memberships the school maintains. There was no attempt to collect data regarding the management or worthwhileness of these organizations.²⁷ This type of information is

²⁷For a detailed discussion of the management and organization of High School Forensic Leagues, see Albert Edward Lambert, Jr., *op. cit.* Also, William E. Kunhart, "A Study of Interscholastic Speech Activities in the United States," (unpublished Master's thesis, University of Nebraska, 1951).

necessary to permit inter-item comparisons in evaluating the data.

As a final identification item, the administrators were asked to indicate whether or not their forensic activities were conducted by a full time teacher of speech. These five questions were thought to provide all the necessary information about each school that would be needed to allow the proper evaluation of the data collected from the remaining items.

The personal identification items for the administrators and for the directors of activities were identically worded, and both appeared at the end of the parts of the questionnaire designated as Part I and Part II. These items included the school from which the respondent graduated; the size of this school; the present position of the respondent; the number of years the respondent participated in interscholastic forensic contests; and the age group to which the respondent belonged.

In preparing the identification items for the students and for the alumni, it was found advisable to use the same questions for both groups with two exceptions. The students were asked to name the school they were attending while the alumni were asked to indicate the school they had attended. Also, the students were asked to check their classification in school and the alumni were asked to check the number of years since they had graduated from high school, and further, if they had graduated from college. The remaining items were identical for both groups: namely, size of school; the number of years they had participated in intramural

speech activities; the number of years they had participated in interscholastic speech activities; the present age of the respondent; and the number of contests or tournaments in which they had participated each year.

Items used in Part I of the questionnaire. In addition to the foregoing items of identification, the administrators were asked to evaluate forensic activities as conducted in their schools by responding to four items, constructed in such a manner that those who believed strongly in the intramural program were given an equal opportunity to respond with those who have had favorable experiences in conducting an interscholastic program.

Another group of four questions used was formulated to gather data on problems commonly referred to in criticism of forensic programs. The answers involved the checking of suggested responses which indicated the degree of difficulty the administrators had experienced in solving these problems. It was assumed that the degree of difficulty for each problem could be measured on a continuum extending from "not a problem in this school" to "a major problem."

Finally, the administrators were asked to indicate the undesirable characteristics of interscholastic contests which they believed were inherent in the competitive contest situations. By virtue of the instructions, a failure to check the characteristic would indicate the respondent did not believe it to be an inherent

characteristic.

Part II: Items to be filled in by the teachers of speech or the directors of forensics. In addition to the identification items for the forensic directors which were included in a previous section, four items were included to provide a description of the forensic program in the schools studied. This description included the teaching load, time spent in extra-curricular work, and the methods of handling the work of the teacher when absent to attend contests. Immediately following were listed five questions pertaining to the number of students participating in the forensic program and the number of contests or tournaments entered annually.

The forensic directors were also asked to rate the degree of difficulty they had experienced in handling certain commonly referred to problems of forensic competition. The scale for rating these problems ranged from "1 - the least difficult," to "5 - the most difficult."

This part of the questionnaire also included three evaluative questions which were the comparative values of interscholastic contests and intramural programs, the contribution of forensic activities to the fulfillment of the Basic Needs of Youth, and the varied importance of the different speaking situations usually found in a high school interscholastic forensic contest.

A list of objectives of high school debating was provided for the forensic directors to check if they considered the objective

to be developed as fully under a noncompetitive as under a competitive interscholastic forensic program. Furthermore, an opportunity for the directors to list their conceptions of the goals or objectives of the interscholastic forensic program was included.

Finally, since additional research was planned, those forensic directors who were willing to assist in a further collection of data by contacting students and alumni were instructed to indicate "yes" or "no."

The questionnaire for the use of students and alumni. It was possible to use the same questionnaire for both the students and the alumni, with minor adjustments in the identification items. These changes were enumerated earlier in this chapter.

There were seven questions asked of the students and alumni, three of which were evaluative in nature. They were requested to evaluate the declared objectives of debating in terms of interscholastic and intramural participation, to indicate the degree of value which they received from participation in various speech activities, and to evaluate the undesirable characteristics of interscholastic contests in terms of the recognizable severity of the problem. Each respondent was requested to indicate the most important factor which influenced him to participate in contest work. Another item called for the reply in terms of the general educational values the respondent had received from the participation in speech contests. Respondents were to indicate if the

contribution grew out of interscholastic competition or from participation in the intramural program. Finally, each contributor was given the opportunity to indicate that interscholastic competition in speech activities should or should not be abolished. If they indicated a desire to abolish the present system, they were to mention their choice of a system of intramural speech activities or a non-competitive series of festivals.

Testing the validity of the questionnaire. After the general outline of each questionnaire was prepared, a number of possible questions were prepared for each division of the outline. The wording for each question was considered carefully in an effort to avoid ambiguity and bias. It was not feasible to use all the questions that were prepared as the result would have been a cumbersome measurement tool which would have failed to meet the first requirement of a good questionnaire.

The questions that were finally chosen to make up the questionnaire were assembled in mimeograph form and presented to fifteen members in the departments of education, social science, English, and speech on the faculty of Illinois State Normal University for evaluation. These people were selected because of their presumed understanding of the problems of the secondary school personnel who later would be asked to answer the questionnaires. Nearly all of these faculty members have been in public school work, either as administrators or teachers before coming to Illinois State Normal

University. They were instructed to evaluate the questions on the basis of clarity of statement, readability, vocabulary, and ease of response. Many helpful suggestions were received which resulted in some changes being made on the original questionnaire.

Parts I and II of the revised instrument were then sent to twelve selected Central Illinois high schools for a final test run. The administrators and forensic directors of these twelve schools did not indicate any specific weaknesses in the measuring instrument. Their responses were complete. No objections to the form or to the content of the questionnaire were designated.

Inasmuch as the questionnaires were to be distributed to the schools in eleven states by the State Chairmen of the North Central Association of Colleges and Secondary Schools,²⁸ every effort was

²⁸See Chapter III for a detailed discussion of the population involved in this study.

made to prepare as compact a questionnaire as possible. It was found that by printing Parts I and II, it would be possible to include the introductory letter with these parts in a four-page folder. A procedure of this kind would greatly facilitate handling the questionnaires by the personnel of the State Offices. It was also recognized that such a pattern would have some influence on the responses to certain types of questions since both the administrators and the directors of forensics would have the opportunity to review the responses of the other party. This contingency was

taken into consideration in the final selection of items for the instrument.

The questionnaires for students and for the alumni were distributed differently and were not so lengthy. They were prepared in mimeograph form.

Each questionnaire sent out was accompanied by a self-addressed, postage paid envelope for returning the response directly to the investigator.

The statistical analysis of the returns. The questionnaire was validated as an instrument for collecting data by the use of the expert opinion procedure discussed previously in this chapter. In preparing the analysis and interpretations of the data, various statistics were considered as probable procedures. It was desired to synthesize the opinions of the administrators, directors of forensics, students, and alumni so that they might make possible a more meaningful interpretation of the data. Two devices, chi square and the rank-difference correlation were selected and their application is explained in detail at this time.

Chi square. Chi square is a statistic that may be used to test a null hypothesis²⁹ and may be applied to a wider range of problems

²⁹J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, 1950), pp. 273-285; 368-369.

than can the t test. Chi square stands for the total discrepancy between the hypothesis and the observation. Tables have been prepared from which the level of significance of chi square may be determined. If the result is small it may permit the retention of the null hypothesis. If, on the other hand, chi square is large, the null hypothesis can be rejected. Usually, if chi square is significant to the 5 per cent level, it is reasonable to reject the null hypothesis since sampling alone could account for the results only five times in a hundred cases.

An example of the application of chi square to the data assembled in this study should illustrate the application of this statistic, so that further references will not require a repetition of the entire solution of the problem. The general formula used in solving for chi square is:³⁰

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right] \quad \text{when } f_o \text{ equals the observed frequency}$$

³⁰Ibid., p. 276.

and f_e is the expected frequency.

To illustrate the application of the formula, two items from Part I of the questionnaire will be used. In Items 6 and 7, the administrators were asked to evaluate interscholastic and intra-mural contests in terms of certain characteristics and traits of high school students. One of the traits was "Improved scholarship." The development of this trait by either interscholastic forensic

contests or intramural programs was reported as being observed "seldom"; "occasionally"; or "frequently." Reference to Table III indicates that of the total number of responses (918) to these two items, 619 were given to interscholastic contests and 299 to intramural programs. The frequency expected - Table IV - for each category of the rating scale, or as now referred to as a cell, may be obtained by using the formula:³¹

$$f_e = \frac{(\sum f_r) (\sum f_k)}{N}$$

³¹Loc. cit.

when $\sum f_r$ equals the sum of the row in any table, in this case 619 and 299, and the $\sum f_k$ equals the sum of the columns. In the illustration these sums are 88, 515, and 315. It is of course understood that N equals the total number of responses in the illustration, 918. By cross addition of the rows and columns it is found that the total expected frequencies checks with the total obtained frequencies.

TABLE III

THE COMPARISON OF IMPROVED SCHOLARSHIP AS DEVELOPED
BY PARTICIPATION IN INTERSCHOLASTIC FORENSIC
CONTESTS AND INTRAMURAL FORENSIC PROGRAMS

Type of contest	Seldom	Occasionally	Frequently	Total
Interscholastic	53	339	227	619
Intramural	35	176	88	299
Total	88	515	315	918

TABLE IV

THE EXPECTED NUMBER OF RESPONSES FOR EACH
DIVISION OF THE RATING SCALE

Type of contest	Seldom	Occasionally	Frequently	Total
Interscholastic	59.34	347.26	212.40	619.00
Intramural	28.66	167.74	102.60	299.00
Total	88.00	515.00	315.00	918.00

TABLE V

THE DISCREPANCIES BETWEEN THE OBTAINED AND EXPECTED
FREQUENCIES IN TABLES III AND IV

Type of contest	Seldom	Occasionally	Frequently
Interscholastic	-6.34	-8.26	-14.60
Intramural	+6.34	+8.26	+14.60

TABLE VI

THE CELL SQUARE CONTINGENCY FOR THE
COMPUTATION OF CHI SQUARE

Type of contest	Seldom	Occasionally	Frequently	Total
Interscholastic	.68	.30	1.00	1.98
Intramural	1.40	.41	2.08	3.89
Total	2.08	.71	3.08	5.87

To obtain the contingency table, each discrepancy - Table V - is squared and divided by the expected frequency (see formula on page 60) which establishes a ratio. This ratio - Table VI - is known as the cell square contingency, and chi square is the sum of these contingencies. In this illustration, chi square is 5.87. To interpret the significance of this difference between hypothesis and observation, it is necessary to use a table of chi square. The degrees of freedom d_f are obtained by another formula:³²

$$d_f = (r - 1) (k - 1)$$

³²Ibid., p. 277.

By substituting in this formula

$$d_f = \begin{matrix} (2 - 1) & (3 - 1) \\ (1) & (2) \end{matrix}$$

or for this illustration 2 degrees of freedom are obtained. By the table it is found that with 2 degrees of freedom, this chi square lies between the 5 per cent and 10 per cent level. In other words, these data may be said to be significant to between the 5 per cent and 10 per cent level: could occur by chance only between 5 and 10 times out of 100. The null hypothesis for this item may be rejected with moderate assurance that some difference does exist between the two types of activities.

Rho or rank-difference correlation. When working with data of this type it is often desirable to show the relationship between

two things. The statistic most often used for this purpose is the Pearson product moment correlation. However, if the sample is small, or if it is desired not to consider the internal differences, it is possible to achieve the same approximate purpose by using the Spearman rank-difference correlation, commonly referred to as ρ (the Greek letter rho). The result thus obtained may be treated as an approximate r. Guilford³³ points out that it is perhaps

³³Ibid., p. 314.

unwise to use ρ except to examine the possibility of correlation between two variables. If ρ is to be used as a coefficient-correlation, it should be very large -- exceed .70.

Since some of the data in this study seemed to lend themselves to analysis in this manner, rho was used several times. The following illustration is taken from the data submitted by the forensic directors in response to Item 13 in Part II of the questionnaire.

The problem is to ascertain if two groups would respond to the item in much the same manner. If such were the case, it could be inferred that the item was reliable. To obtain the two groups from the population, the responses were tabulated by the "odd" and "even" method. Table VII shows the distribution of the responses.

The formula for rho as given by Guilford³⁴ is:

³⁴Ibid., p. 312.

TABLE VII

TEN MOST FREQUENTLY MENTIONED OBJECTIVES FOR HIGH SCHOOL
DEBATING SUBMITTED BY THE FORENSIC DIRECTORS

Objectives	Odd	Even
Teaches the values of preparation and competition	46	54
Provides stimulating social contacts and experiences	83	91
Develops poise and personality	59	60
Develops perfection of communicative skills	49	59
Encourages independent and clear thinking	80	79
Promotes skill in public speaking	80	78
Develops good sportsmanship	44	51
Provides education and training in the democratic processes	73	74
Teaches students to discriminate intelligently	42	52
Develops a knowledge and application of contemporary problems	32	42

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

where $\sum D^2$ = sum of the squared difference between ranks. N = number of pairs of measurement. The entire problem is completed in Table VIII.

$$\begin{aligned} \rho &= 1 - \frac{6 \sum D^2}{N(N^2 - 1)} \\ &= 1 - \frac{6 \times 2.50}{10(100 - 1)} \\ &= 1 - \frac{15}{990} \\ &= 1 - .015 \\ &= .985 \end{aligned}$$

When N is small, it is usually well to compare the obtained rho with the σ_ρ . For this purpose Guilford³⁵ recommends the use

³⁵Ibid., p. 313.

of the formula:

$$\sigma_\rho = \frac{1.04 (1 - \rho^2)}{\sqrt{N - 1}}$$

TABLE VIII

A RANK DIFFERENCE CORRELATION BETWEEN THE GOALS OF HIGH SCHOOL
DEBATING AS SUBMITTED BY TWO GROUPS OF FORENSIC DIRECTORS

Items	Odd	Even	R_1	R_2	D	D^2
Teaches the values of preparation and competition	46	54	7	7	0	0
Provides stimulating social contacts and experiences	83	91	1	1	0	0
Develops poise and personality	59	60	5	5	0	0
Develops perfection of communicative skills	49	59	6	6	0	0
Encourages independent and clear thinking	80	79	2.5	2	0.5	0.25
Promotes skill in public speaking	80	78	2.5	3	0.5	0.25
Develops good sportsmanship	44	51	8	9	1	1
Provides education and training in the democratic processes	73	74	4	4	0	0
Teaches students to discriminate intelligently	42	52	9	8	1	1
Develops a knowledge and application of contemporary problems	32	42	10	10	0	0
ΣD^2						2.50

$$\begin{aligned}
 \text{In this problem } \sigma \rho &= \frac{1.04 (1 - .985^2)}{\sqrt{10 - 1}} \\
 &= \frac{1.04 (1 - .970225)}{\sqrt{9}} \\
 &= \frac{1.04 (.029775)}{3} \\
 &= .010
 \end{aligned}$$

Therefore, since the obtained rho exceeds .70 and is more than three times its standard error, this rho may be said to be highly significant.

This same procedure was applied to other items in the questionnaire as will be indicated in Chapters IV, V, and VI. It will not be necessary to repeat the formula in each later case. It is significant to know that these correlations aid materially in establishing the reliability of the questionnaire and the data.

CHAPTER III

THE POPULATION STUDIED

The extent of the area. From the beginning of this study, it seemed desirable to extend the survey into the schools of several states in order that a broad sample might be obtained for the evaluation of our hypotheses.

At the suggestion of the Chairman of the Contest Committee of the North Central Association of Colleges and Secondary Schools, letters were sent to the State Chairman in each of the nineteen¹

¹Twenty states were listed in the North Central Association Quarterly; however, the State Chairman from Montana reported that this state had voted to withdraw its membership at the close of the fiscal year, June, 1951. Hence the number "nineteen" is used throughout this study to indicate the membership in the North Central Association of Colleges and Secondary Schools. The states included in the membership are: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

states which maintain membership in the organization, explaining the plan and purpose of the study, and further, asking them whether or not they would be willing to help circulate the questionnaires to their member schools. A sample questionnaire and a self-addressed return post card were included with each letter. The State Chairmen were asked to check and return the cards to the investigator. A summary of their responses will be found in Table IX.

TABLE IX

RESPONSES FROM STATE CHAIRMEN OF NORTH CENTRAL ASSOCIATION
REGARDING WILLINGNESS TO COOPERATE IN ENDORSING THE STUDY
AND MAILING THE QUESTIONNAIRES

States	Endorse the study		Circulate questionnaires	
	Yes	No	Yes	No
Arizona		x		x
Arkansas	x		x	
Colorado	x			x
Illinois	x		x	
Indiana		x		x
Iowa	x		x	
Kansas	x		x	
Michigan	x			x
Minnesota	x		x	
Missouri	x			x
Nebraska	x		x	
New Mexico		x		x
North Dakota	x		x	
Ohio		x		x
Oklahoma	x		x	
South Dakota	x		x	
West Virginia	x		x	
Wisconsin	x		x	
Wyoming		x		x
Total	14	5	11	8

Eleven of the State Chairmen endorsed the study immediately and indicated their willingness to cooperate by forwarding the questionnaires to their schools from their offices on their next mailing date. There were other instances, however, where the State Chairmen were unable to provide this mailing service because of previously drawn rules of action.² The schools in the remaining

²See Appendix D for copies of these replies.

eight states were selected from the North Central Association of Colleges and Secondary Schools roster of members by employing the sampling technique of using every third name on the membership list. The questionnaires were then mailed directly to the administrative head of the schools selected. A follow-up post card was later sent in order to obtain a higher percentage of returns.

Table X has been prepared to show the number of questionnaires returned as compared with the number of questionnaires sent in each state. It also shows the total North Central Association membership.

Later, during the second semester of 1952, a second questionnaire was sent to 294 forensic directors who agreed to assist further with the study by circulating questionnaires to high school students and to alumni who were not engaged in teaching. Each director was sent a packet of three questionnaires for students and two questionnaires for alumni. Postage paid envelopes were also included for returning the completed questionnaires to the

investigator.

Identification of participating schools. The first four items in the questionnaire were designed to yield descriptive data about the schools included in the sample. Table X contains data from the first item. It has been arranged to show the distribution of schools participating in the study by states as well as the number of questionnaires returned from each state to provide the data for this study.

By observing Table X, it is immediately noted that the greatest number of questionnaires returned by any one state came from Illinois; it was the only state from which more than one hundred responses were returned. It is true that more than twice as many questionnaires were sent to Illinois schools as were sent to any other state due to the fact that more schools in this state are members of the North Central Association of Colleges and Secondary Schools. Consequently, it is desirable to examine the returns in terms of the percentage of returned questionnaires of those which had been circulated in each state. Using the percentage of returns as the criterion, Table X shows that Wisconsin with a return of 53.9 per cent leads the list, and that Arizona with a 50 per cent return is a close second. The lowest percentage of questionnaires returned came from West Virginia with 20.5 per cent. Arkansas and Ohio each returned approximately one-fourth of the questionnaires sent out in those states. The average return

TABLE X
DISTRIBUTION OF RETURNED QUESTIONNAIRES COMPARED
WITH NUMBER OF QUESTIONNAIRES SENT BY STATES

States	Number of ques- tionnaires sent to each state		Number of questionnaires returned	
	Total N.C.A. member- ship	Mailed by N.C.A. State Chair- men	Mailed direct- ly	Number Per cent
Arizona	47		14	7 50
Arkansas	89	89		24 26.8
Colorado	102		34	9 37.7
Illinois	489	489		210 42.9
Indiana	170		55	20 36.3
Iowa	171	171		54 32.1
Kansas	210	210		95 45.9
Michigan	246		81	27 33.3
Minnesota	121	121		50 41.3
Missouri	174		58	22 38.0
Nebraska	161	161		63 39.0
New Mexico	45		15	6 40.0
North Dakota	65	65		26 40.0
Ohio	425		140	34 24.3
Oklahoma	134	134		54 40.3
South Dakota	79	79		32 40.5
West Virginia	161	161		33 20.5
Wisconsin	154	154		83 53.9
Wyoming	31		10	4 40.0
Totals	3,074	1,834	407	853
Per cent		81.84	18.16	38.06

for all nineteen states was 38.6 per cent.

A further examination of Table X reveals that 81.84 per cent of the total or 1,834 questionnaires were mailed from the State Offices of the North Central Association, and 18.16 per cent or 407 were mailed directly by this investigator.

That those schools polled directly showed only slightly less interest in returning the completed reports than the schools polled through the North Central Association Offices is revealed in Table XI. It is observed that 15.8 per cent of the questionnaires returned by the second group of schools were not answered, while 23.2 per cent of those returned by the first group failed to answer the items.

A final analysis of Table XI shows that 609 or 84.1 per cent of the questionnaires returned by the schools polled through the state offices were sufficiently filled in to provide data for this study, while 99 or 76.7 per cent of all the schools polled directly provided useable data. It is apparent, then, that there was little difference in apparent interest in completeness of the answers in the schools polled by the two methods.

Frequently it has been said that a questionnaire will more likely than not receive favorable attention when the administrator receives the item from an agency with a national or at least a statewide reputation. The data used in this study do not strongly support this view since a small difference of 7.9 per cent in the number of replies received was noted in favor of the schools

TABLE XI

DISTRIBUTION OF RETURNED QUESTIONNAIRES COMPARING RETURNS
FROM SCHOOLS POLLED FROM THE NORTH CENTRAL ASSOCIATION
STATE OFFICES WITH RETURNS FROM SCHOOLS POLLED DIRECTLY

	Questionnaires returned		Questionnaires unanswered		Questionnaires useable	
	Number	Per cent	Number	Per cent	Number	Per cent
Schools polled through North Central Asso- ciation	724	84.8	115	15.8	609	84.1
Schools polled directly	129	15.1	30	23.2	99	76.7
Totals	853		145		708	

receiving the questionnaires directly from the North Central Association offices. Table XII indicates that 39.5 per cent of the questionnaires mailed from the North Central Association offices were returned, while 31.6 per cent of those sent directly to the respondents were returned to the investigator.

Each administrator was requested to designate the size of his school by checking one of three categories: Under 250; 250 - 1000; and Over 1000. An interpretation of Table XIII shows the distribution of schools in these three divisions and the percentage of replies received in each group. A greater number -- 355 or 50.1 per cent -- of the schools are to be found in the middle division, between 250 - 1000 enrollment. The small school,

TABLE XII

PERCENTAGE OF RETURNS FROM SCHOOLS POLLED THROUGH
STATE OFFICES AND THOSE POLLED DIRECTLY

Method of polling	Number sent	Number returned	Percentage returned
Polled through state offices	1,834	724	39.5
Polled directly	407	129	31.6

TABLE XIII

DISTRIBUTION OF PARTICIPATING SCHOOLS ACCORDING TO SIZE

Under 250		250 - 1000		Over 1000		No Response	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
242	34.2	355	50.1	101	14.3	10	1.4

under 250 enrollment, represents the next largest group responding to the questionnaire. There were 242 or 34.2 per cent of the schools of this size submitting data. Schools of Over 1000 enrollment represented 14.3 per cent of the total number of respondents. There were 101 schools in this division. Only ten administrators failed to indicate the size of the school.

The purpose of these data is not merely to show the number of schools that participated in the study, but in pursuing this topic further, to assist in establishing a relationship between the population studied and the total population of the area involved.

To make this comparison possible, all the schools receiving questionnaires were divided into the three categories according to the enrollment figures used in the North Central Association Quarterly.³

³The North Central Association Quarterly, XXV (July, 1950), 69-132.

By comparing the data in Table XIII with Table XIV, it is observed that the balance between the different categories is maintained. In both instances the largest number of schools was classified as medium (250-1000) in size. There were more small (under 250) schools than large (over 1000) schools in both cases. The ratio between the small and the large schools, however, was greater in Table XIV. In other words, a greater number of small schools failed to respond to the questionnaire than did the large schools.

TABLE XIV

DISTRIBUTION OF SCHOOLS RECEIVING QUESTIONNAIRES
ACCORDING TO SIZE OF SCHOOL

Under 250		250 - 1000		Over 1000	
Number	Per cent	Number	Per cent	Number	Per cent
976	43.56	1,032	46.05	233	10.39

From these findings, the total number of replies submitted represents a satisfactory number of responses with which to work

when compared with other studies dealing with extra-curricular activities that have been published. For example, Reavis and Van Dyke⁴ used only 224 selected schools in their survey. Trump⁵

⁴W. C. Reavis and G. E. Van Dyke, Non-Athletic Extra-curriculum Activities, National Survey of Secondary Education Monograph #26 (United States Government Printing Office, Washington, D. C., 1933).

⁵J. Lloyd Trump, High School Extracurriculum Activities (Chicago: University of Chicago Press, 1944).

received 901 replies to Schedule A of his questionnaire which was sent to 1,458 schools. He used every third, four-year high school and all three, five, and six-year schools for his field of study.

In treating the data, no attempt was made to separate the private and parochial schools from the public schools. It is interesting to note, however, that 89.63 per cent of the useable replies came from the public schools. The private schools represented 5.74 per cent and the parochial schools represented only 2.52 per cent of the total. This item was left blank by 1.98 per cent of the respondents.

Item 4 in the questionnaire was included to bring together data that would help determine the extensiveness of the membership in forensic organizations. Table XV shows the frequency with which each organization was mentioned.

Membership in State Leagues was indicated by 382 schools. Wisconsin schools reported membership most extensively with sixty-one schools indicating membership in the State League. In many

states,⁶ the entire extra-curricular activity program is controlled

⁶Illinois, Arkansas, Kansas, and North Dakota are states that operate under the direction of a State High School Association.

through the State High School Association. Therefore, a school that participates in athletics would automatically belong to the State Forensic League. Also, some states have two officially recognized State Forensic Associations, as is true in Iowa. Some confusion may have occurred over the terminology in this item since some of the checks indicating membership in "conferences" the "same as athletic," might have been more accurately marked under the heading of State Leagues.

TABLE XV

MEMBERSHIP IN FORENSIC LEAGUES
REPORTED BY ADMINISTRATORS

Name of League	Number	The same as the athletic conference	
		Yes	No
The State League	382		
A Conference	235		
The National Forensic League	121		
The Masque and Gavel	31		
Others	74		
		238	78

The item "membership in a conference" was checked 235 times. A large number of administrators did not answer the first part of this item but did check the "yes" or "no" which accounts for the total "yes" and "no" responses exceeding the number indicating "conference membership." There are 238 checks for the "yes" and 78 checks for the "no."

Only two national organizations, the National Forensic League and The Masque and Gavel were named because they definitely award memberships for forensic activities. The Masque and Gavel extends its membership privileges into all areas of speech as well as dramatics. The National Forensic League was mentioned 121 times, while The Masque and Gavel was mentioned in 31 instances. Both of these organizations are known to have extensive membership lists in many states.⁷

⁷N.F.L. records show that forty of the forty-eight states in the United States have schools that are members of the National Forensic League. N.F.L., 1925-50, Twenty-fifth Yearbook, National Forensic League (Ripon, Wisconsin, 1950), 134-157.

There were 74 schools which indicated that they maintained membership in "other" organizations. City Leagues, Religious Conferences, and The National Thespians Society were mentioned most frequently in this area of primary concern. No data were received from 145 of the schools on this entire item. It is apparent, then, from the responses to this item, that these data indicate the importance of the State Leagues in the organization

of the forensic activities of the secondary schools.

In the preparation of the questionnaire, it was deemed desirable to gather data that would help determine whether or not the forensic activities were directed by full-time teachers of speech. It is known that in the early developmental period of forensic activities, any teacher who held a personal interest in debate or reading gave voluntarily of his time to stimulate the same interest in the students. In many small schools the same procedure is reported at the present time.

Of the 708 useable replies received, 91 per cent provided data for this item. These responses were divided as follows: 23.38 per cent replied that a full time speech teacher did direct the forensic activities while 66.92 per cent indicated negative responses. The negative replies were not concentrated in just a few states as might easily be expected. There were eight states from which negative replies were received from 25 or more schools. Also, there was no definite geographical pattern established by the location of the states responding in the negative. Many of the states recognized throughout the nation as leaders in forensic activities⁸ were found in this group of states with more than 25

⁸Ibid., pp. 134-157.

Leadership in forensic activities may be judged by the N.F.L. memberships. Of these eight states, Illinois, Minnesota, Oklahoma, Wisconsin, and South Dakota have over twenty schools listed as members in the N.F.L.

negative responses.

Earlier in this chapter, the schools which furnished the data for this study were identified according to size and type -- public, private, or parochial. The remainder of this chapter will be devoted to an analysis of the characteristics of the various respondents who supplied the data in response to the questionnaires: namely, the administrators, the directors of forensics, the students, and the high school graduates.

Identification of administrators. An interpretation of Table XVI shows the distribution, by size, of the secondary schools attended by those administrators who replied to this questionnaire. The largest percentage -- 45.34 -- attended schools of under 250 enrollment, while 38.41 per cent attended the medium size high schools -- 250 to 1000. Only 7.48 per cent of the administrators participating in this study attended schools of over 1000 enrollment. Therefore, these data indicate that a greater number of the respondents were the product of the medium and small size high schools. And furthermore, many of the administrators above mentioned had the opportunity to recognize the problems presented by this questionnaire in the light of a student as well as in the capacity of an administrator.

For distribution, the questionnaires were directed to the official representatives of the North Central Association of Colleges and Secondary Schools in the member schools. In some

TABLE XVI
SIZE OF SECONDARY SCHOOLS ATTENDED BY ADMINISTRATORS

Size of school	Number	Per cent
Over 1000	53	7.48
250 - 1000	272	38.41
Under 250	321	45.34
No reply	62	8.75
Totals	708	99.98

cases his title was principal, while in others it was superintendent. It seemed advisable to ask the title of the person who filled in the questionnaire. Table XVII shows the responses to this question.

The principals filled in the first part of the questionnaires in 63.55 per cent of the cases; the superintendents furnished the information in 20.05 per cent of the cases; and a miscellaneous group provided the information in the remainder of the returned questionnaires. This latter group of respondents consisted of deans, assistant superintendents, assistant principals, and teachers of speech. The item was omitted by 11.15 per cent of the respondents.

Table XVIII has been constructed to show the distribution of responses to the question asking the amount of secondary school forensic experience enjoyed by those who furnished the data for

TABLE XVII
POSITIONS HELD BY ADMINISTRATORS

Positions	Number	Per cent
Principal	450	63.55
Superintendent	142	20.05
Others	37	5.22
No replies	79	11.15
Totals	708	99.97

the questionnaires. The item was omitted by 12.42 per cent of the respondents.

An extremely large group, 326 or 46.04 per cent, professed not to have participated in any forensic activities during the time they were in secondary school. One year of experience in forensics was checked by 10.87 per cent; two years by 16.38 per cent; and four years by 7.06 per cent. These data show that approximately 41 per cent of the administrators involved in this study had participated in high school activities to some extent. Only 14.26 per cent had as many as three years participation.

The final item of identification was intended to fix the age of the respondents by classifying them into one of three groups. Table XIX provides a summary of these data.

The largest number, 64.26 per cent, of the respondents ranged in age from "31 - 50" years. Only 3.95 per cent were under

TABLE XVIII
PARTICIPATION AS A STUDENT IN INTERSCHOLASTIC
FORENSIC CONTESTS BY ADMINISTRATORS

Years of participation	Number	Per cent
0	326	46.04
1	77	10.87
2	116	16.38
3	51	7.20
4	50	7.06
No reply	88	12.42
Totals	708	99.97

31 years, and 21.32 per cent were over 50 years of age. The item was omitted by 10.45 per cent of the respondents.

Further, these data indicate that approximately 85 per cent of the respondents have apparently been engaged in school work for a sufficiently long period of time, enough to be thoroughly acquainted with the problems involved in interscholastic forensic contests. In fact, the maturity represented indicates that most of these administrators have been in secondary school employment during the periods when attempts were being made to limit extra-curricular activities, as referred to in Chapter II. Their opinions, then, should be worthy of consideration.

TABLE XIX
AGE OF ADMINISTRATORS

Age groups	Number	Per cent
21 - 30	28	3.95
31 - 50	455	64.26
Over 50	151	21.32
No reply	74	10.45
Total	708	99.98

Identification of the forensic directors. As a means of learning the general pattern of the backgrounds of the forensic directors, five descriptive questions were asked on the questionnaire: (1) the high school from which you graduated; (2) the size of the school; (3) the position you now hold; (4) indicate the number of years you participated as a student in high school interscholastic forensic contests by encircling the appropriate number, 0 - 1 - 2 - 3 - 4; and, (5) indicate your age by encircling the appropriate age group, 21 - 30; 31 - 50; and Over 50.

Two items were not tabulated for this study. Item 1 was purely informational and was not intended to provide differentiating data, and Item 3 was intended as a check to find out whether or not the same person was responsible for providing the information in both Part I and Part II of the questionnaire. In only about 10 per cent of the cases did the same person fill in

both parts of the questionnaire. Sometimes it was the principal, and sometimes it was the director of forensics who gave this information. In several instances the identification items were completely omitted other than to indicate, "the same as Part I." The remaining identification items are summarized in Table XX. The item was omitted by 74 or 10.80 per cent of the forensic directors.

It is interesting to note that the medium size school furnished the secondary educational background and experiences for a greater number of the forensic directors, although only by a three per cent margin of those who returned useable questionnaires. The small school of under 250 enrollment provided the educational experiences for about 35 per cent of the directors, and only 17 per cent were graduates of high schools of more than 1000 enrollment. These data compare favorably, therefore, with the total population of the area studied, for by comparing Table XX with Table XIV, there is evidence that a greater number of questionnaires were sent to the medium size schools with the small schools receiving the next greatest number, and the large schools the least number.

Presumably, the forensic directors responding to this questionnaire have had experiences both as students and as teachers in schools corresponding with those representing the total area studied. In the light of these circumstances, then, the opinions of these directors of forensics should be valuable in developing

a greater understanding of the problems involved in directing secondary school extra-curricular activities in forensics.

TABLE XX

SIZE OF SECONDARY SCHOOLS ATTENDED BY FORENSIC
DIRECTORS CONTRIBUTING TO THIS PROJECT

Size of school	Number	Per cent
Over 1000	118	17.23
250 - 1000	254	37.08
Under 250	239	34.89
Totals	611	89.20
Item omitted by 74 or 10.80 per cent of the directors.		

The data in Table XXI provide additional insight into the understanding of secondary school problems by the forensic directors involved in this study. The item was omitted by 16.35 per cent of the respondents. From this table, it is observed that 385 of the forensic directors, or 67.19 per cent of those who answered the item, did participate in high school forensic activities. No attempt was made to divide this number into various activity categories such as debate, extempore speaking, etc. It is significant to know that such a large percentage of the respondents did have high school experiences in this activity area. There were, on the other hand, approximately 33 per cent of the directors who had not experienced the outcomes of extra-curricular activities

as high school participants.

Of those recording competitive experience in high school, 118, or 17.23 per cent of all useable responses indicated they had had 2 years of competition. The next highest response, 94, checked 1 year. Four years of participation were indicated by 90, or 13.14 per cent of the respondents. Three years of competition were checked by 83, or 12.12 per cent of the directors who returned useable questionnaires. As has been previously indicated, the Junior High School organization might have contributed to the modicum of respondents reporting three or four years of competition.

TABLE XXI

SECONDARY SCHOOL EXPERIENCE OF FORENSIC DIRECTORS
IN INTERSCHOLASTIC FORENSIC CONTESTS

Number of years of experience	Number	Per cent
0	188	27.45
1	94	13.72
2	118	17.23
3	83	12.12
4	90	13.14
Total	573	83.66
Item omitted by 112 or 16.35 per cent of the respondents		

The final question of identification pertained to the age of the respondents. Each was asked to check the age group to which he belonged: 21 - 30; 31 - 50; and Over 50. The results are found in Table XXII. The item was omitted by 11.83 per cent of the respondents, which was a smaller percentage than in the case of the item dealing with secondary school extra-curricular activity experience.

As should be expected, a rather large number of the forensic directors were in the middle age group, from 31 to 50 years of age. These 303, or 44.24 per cent, together with the Over 50 group of 67, or 9.78 per cent, represent over one-half of the respondents. In a general way, it is safe to say that these forensic directors have been working in secondary education through the periods of strife over extra-curricular activities. They have had ample opportunity to view the activities from many angles: through depression and periods of recovery; through periods of curriculum instability and development; and through periods of extreme expansion of the extra-curricular activity program to periods of limited expansion. Furthermore, in some instances, they have experienced elimination of the program. The opinions of these directors, based upon a wealth of experience, should not be discounted when analyzing these data.

It was found that there were 34.16 per cent of the directors listed in the first age group, from 21 - 30 years of age. Many in this group have no doubt been teaching school from five to eight years. Moreover, their familiarity with high school forensics, including the time spent in the secondary school, might be said to

date back as early as 1940. It is a truism to state that during this period they had first hand experience with the curtailed forensic programs. A later chapter will discuss the relationship between age groups and responses to specific questions in this study.

TABLE XXII
AGE OF THE FORENSIC DIRECTORS

Age groups	Number	Per cent
21 - 30	234	34.16
31 - 50	303	44.24
Over 50	67	9.78
Totals	604	88.18
Item omitted by 81 or 11.83 per cent of the respondents		

Identification of the participating students and alumni. In Chapter I, it was pointed out that this study was to include the opinions of high school students and alumni as well as the opinions of administrators and forensic directors concerning interscholastic forensic activities. The students selected for this study were enrolled in the same schools from which responses to the first questionnaire were received. In order to acquire as large a return as possible, the forensic directors who responded in the affirmative to both Items 16 and 17 of the original questionnaire were to solicit students and alumni to participate in this section. Table XXIII

shows the number of schools contacted with the number of questionnaires sent to each group in each of the nineteen states. It is to be noted that each director was sent a packet containing three questionnaires for students and two questionnaires for adults, thus making a total of 882 questionnaires for the students and 588 questionnaires for the alumni. Furthermore, it may be noted that each of the nineteen states was represented in the original mailing list, although only one school each from Colorado and Wyoming agreed to contact both students and alumni.

Table XXIV shows the number of questionnaires returned by states. Four states did not return any of the student questionnaires, and a like number failed to return any of the questionnaires sent to alumni. The states failing to return either of the questionnaires were Arizona, Colorado, and New Mexico, while Arkansas failed to return any student questionnaires, and Missouri did not contribute a report from alumni. The percentage of both groups returned was 16.67 per cent. Further, a breakdown of this percentage shows the students returned 19.6 per cent of their reports while the alumni returned 12.4 per cent of those sent to them.

The question most likely to be raised at this point is the one concerning the characteristics of this section of the population. To show these data as accurately as possible, five tables based on the number of questionnaires received from the students and from the alumni have been prepared. The total number received was 172 for the students and 73 for the alumni.

TABLE XXIII
 QUESTIONNAIRES SENT TO STUDENTS AND ALUMNI
 REPORTED BY STATES

States	Number sent	Number students	Number alumni
Arizona	4	12	8
Arkansas	9	27	18
Colorado	1	3	2
Illinois	61	183	122
Indiana	11	33	22
Iowa	23	69	46
Kansas	24	72	48
Michigan	9	27	18
Minnesota	14	42	28
Missouri	7	21	14
Nebraska	20	60	40
North Dakota	7	21	14
Ohio	12	36	24
Oklahoma	26	78	52
South Dakota	11	33	22
West Virginia	13	39	26
Wisconsin	41	123	82
Wyoming	1	3	2
Totals	294	882	588

TABLE XXIV
SUMMARY OF QUESTIONNAIRES RETURNED BY STATES
BY STUDENTS AND ALUMNI

States	Students		Alumni		Total
	Number	Per cent	Number	Per cent	
Arizona	00		00		00
Arkansas	00		1	1.37	1
Colorado	00		00		00
Illinois	31	18.01	14	19.18	45
Indiana	9	5.23	7	9.60	16
Iowa	22	12.78	9	10.33	31
Kansas	19	11.04	3	4.11	22
Michigan	7	4.07	4	5.48	11
Minnesota	6	3.49	4	5.48	10
Missouri	5	2.91	00		5
Nebraska	18	10.46	4	5.48	22
New Mexico	00		00		00
North Dakota	7	4.07	4	5.48	11
Ohio	8	4.65	6	8.22	14
Oklahoma	14	8.13	3	4.11	17
South Dakota	5	2.91	2	2.74	7
West Virginia	2	1.16	1	1.37	3
Wisconsin	16	9.30	9	10.33	25
Wyoming	3	1.74	2	2.74	5
Totals	172		73		245

Percentage in terms of total returned for each group.

The students were asked to indicate the size of school they were attending, while the alumni were asked to indicate the enrollment of the school from which they graduated. The size groups were the same as were used in the previous chapters; in fact these data could have been transferred from the original questionnaires, but it seemed more desirable and more accurate to ask the students to report this information directly. It is interesting to note that one student overlooked this item when he filled in the questionnaire. These data are shown in Table XXV.

The largest number of students, it was found, were attending a medium size high school, with almost an equal number in the large and small size schools. The actual percentages were 45.35 per cent for the medium size school and 27.90 and 26.16 per cent for the large and small schools respectively.

Certain striking differences are at once apparent in the data concerning the alumni. There were 46.57 per cent in this category who graduated from the small high school, 34.24 per cent from the medium size high school, and 19.17 per cent from the large schools.

In order to compare these data with those obtained from a similar question asked of the school administrators and the forensic directors, Table XXVI was prepared. At a glance, this table shows that for both the administrators and the alumni who responded to this item, the small school provided the educational background and extra-curricular experiences. In actual numbers there is, of course,

TABLE XXV
SIZE OF SCHOOLS ATTENDED BY STUDENTS AND ALUMNI

Size of school	Students		Alumni	
	Number	Per cent	Number	Per cent
Over 1000	48	27.90	14	19.17
250 - 1000	78	45.35	25	34.24
Under 250	45	26.16	34	46.57
Total	171	99.41	73	99.98
No reply to item	1	.58		

TABLE XXVI

A COMPARISON OF THE SIZE OF SCHOOLS ATTENDED BY ALL RESPONDENTS
IN TERMS OF THE PERCENTAGE OF REPLIES TO THIS ITEM IN
EACH QUESTIONNAIRE

Size of school	Administrators	Forensic directors	Students	Alumni
Over 1000	8.20	19.31	28.07	19.17
250 - 1000	42.11	41.57	45.61	34.24
Under 250	49.69	39.10	26.31	46.57
Total number of responses to the items	646	611	171	73

a great difference, but the percentage of replies to this item reveals that 49.69 per cent of the administrators and 46.57 per cent of the alumni did attend the small size schools.

The forensic directors and students both indicated the medium size school as the source of their secondary training. The margin of the directors who graduated from the medium size school over those who graduated from the small school was very slight -- 41.57 per cent as against 39.10 per cent -- while the students showed a wide variance. There were 45.61 per cent of the students who checked the medium size school while 26.31 per cent checked the small school.

Only 8.20 per cent of the administrators received their education in large high schools while 28.07 per cent of the students who responded were attending schools with an enrollment of 1000 or over. Approximately the same percentage, 19.31 to 19.17, of forensic directors as alumni indicated they had graduated from large high schools.

It is apparent that these data show there is considerable similarity in the size of schools attended by each of the groups studied. In general, the data reflect the influence of the smaller schools rather than the large schools in our country, as in each of the four groups studied the small schools combined with the medium schools represents 80 per cent to 90 per cent of the responses for these items.

In addition to knowing the age of the respondents, it seemed desirable to be aware of the distribution of the students by class in school, and the number of years since graduating from high school for the alumni. The data for the students are compiled in

Table XXVII, while Table XXVIII gives the responses of the alumni. About 10 per cent of the students and 23 per cent of the alumni omitted this item from their responses.

It was found that only 2 students were classified as freshmen. There were 16 students who had sophomore standing. Since the questionnaires were mailed during the second semester of 1952, it is possible that some of the sophomores were promoted from the freshman status at the mid-year registration. Stated in terms of percentage, then, almost 10 per cent of those replying had sophomore standing. Those students with senior standing were predominate in the total group. Almost 50 per cent of the returned questionnaires were filled in by seniors, and approximately 31 per cent by juniors; therefore, the students represented in this area of primary concern, by virtue of their classification in school, had previously had an opportunity to be subjected to the advantages and disadvantages of contest activities.

From the point of view of the alumni, the investigator was interested to know how long these persons had been out of high school. The returns were tabulated in five categories: Under 5 years; 5 years; 6 years; 7 years; and Over 7 years since graduation from high school. The responses are spread in Table XXVIII. Almost one-fourth of the alumni, or 23 per cent, omitted the item.

It is significant to note that 50.69 per cent of the alumni have been out of high school for 7 or more years; thus it is to be assumed that these people have had occasion to evaluate the

TABLE XXVII
CLASSIFICATION OF STUDENTS RETURNING
QUESTIONNAIRES BY CLASS IN SCHOOL

Class in school	Number	Per cent
Freshman	2	1.16
Sophomore	16	9.30
Junior	53	30.81
Senior	85	49.41
Total	156	90.68
No reply to item	16	9.30

TABLE XXVIII
EDUCATIONAL BACKGROUND OF THE ALUMNI

Number of years since graduating from high school	Number	Per cent
Under 5	10	13.70
5	7	9.59
6	2	2.73
7	10	13.70
Over 7	27	36.99
Totals	56	76.71
No replies	17	23.28

experiences they enjoyed during their high school career in terms of life experiences. Only 13.70 per cent of the alumni had graduated from high school during the past 4 years. These data, therefore, should be given careful consideration in the evaluation of these returns concerning the reactions and opinions of the alumni to the extra-curricular forensic activities.

As a further means of measuring the potential value of the data submitted by the respondents, each group was requested to indicate the number of years each had participated in interscholastic and intramural forensic activities. The alumni and student responses are shown in Table XXIX. It is to be noted that each respondent was instructed to indicate the number of years experience in each type of activity separately; hence it was possible to compare the amount of participation by the respondents in both interscholastic and intramural activities. The students responded more readily to this item than did the alumni. Only 9.30 per cent of the students failed to respond to the interscholastic question and 3.49 per cent failed to respond to the item indicating the number of years of experience in intramural activities. It is observed that 32.64 per cent of the alumni failed to indicate the experience they had had in interscholastic contests, and 27.20 per cent of the same group did not indicate their intramural experiences.

It appears that two years of participation in both the area of interscholastic and intramural contests was the most frequent period of experience indicated by the students. Using two years,

then, as a mid-line, it was found that 35 per cent of the students had more than this number of years of interscholastic experience, and 33.72 per cent had participated in intramural activities for more than 2 years. The experience indicated by the students who had participated less than 2 years in interscholastic and intramural activities was identical; in each division 30.23 per cent indicated they had 2 years or less experience. The alumni, however, indicated 4 years of experience in the interscholastic field more frequently than any other period. The 4 years of participation in this area was indicated by 19.04 per cent of the alumni while 21.76 per cent indicated a like number of years of participation in intramural programs. Again, by using 2 years of experience as a mid-line, it is observed that only 19 per cent of the alumni indicated they had participated fewer than 2 years in interscholastic competition while 31 per cent had participated 3 or 4 years. There were 17.7 per cent of the alumni who had had less than 2 years experience in the intramural area and 36.7 per cent had worked 3 or 4 years in the intramural programs. These data indicate, then, that the respondents have had a varied amount of experience in both areas.

The respondents were asked to indicate their age; the students by checking a specific year, and the alumni by indicating the age group, Under 20, 20 - 29, 30 - 39, and Over 40, to which they belonged. The data submitted by both groups are arranged in Table XXX. It is interesting to note that all students checked this item, while 23 per cent of the adults failed to give the desired

TABLE XXIX

NUMBER OF YEARS PARTICIPATION IN FORENSIC WORK
BY STUDENTS AND ALUMNI

INTERSCHOLASTIC			INTRAMURAL	
	Number	Per cent	Number	Per cent
STUDENTS				
-0-	28	16.28	12	6.98
-1-	24	13.95	40	23.25
-2-	44	25.58	56	32.56
-3-	35	20.35	38	22.09
-4-	25	14.53	20	11.63
Total	156	90.69	166	96.50
No replies	16	9.30	6	3.49
ALUMNI				
-0-	7	9.52	6	8.16
-1-	7	9.52	7	9.52
-2-	12	16.82	13	17.68
-3-	9	12.24	11	14.96
-4-	14	19.04	16	21.76
Total	49	67.14	53	72.68
No replies	24	32.64	20	27.20

information.

An examination of the student replies reveals that the median age of the participating students lies between 16 and 17 years. There were 37.7 per cent of the respondents who were either 15 or 16 years of age, and 62.2 per cent of them in the 17 and 18 year groups. By far the greatest number, 48.25 per cent indicated they were 17 years of age. As indicated by Table XXVII, these 17 year old students are of junior and senior standing in school.

With the alumni, the data show that the median age falls within the group from 20 - 29 years. This particular group received 32.88 per cent of the responses, which was the largest number for any one group. The next largest was the Over 40 group. Again, by referring to Table XXVIII, it is found that the age groups correspond to the responses of the alumni relative to the number of years since graduating from high school. In that table it is observed that the largest percentage of alumni indicated they had graduated within the past 5 years, and the second largest number indicated they had been out of school for over 7 years.

Broadly speaking, the significance of these data is in substantiating the sample as a qualified group, by experience and age, to answer the questions included in this study. Both the students and the alumni represent people who have had experiences with extra-curricular forensic activities recently enough to be familiar with present day problems. Furthermore, the alumni have had ample time in which to test and apply their educational

TABLE XXX
CLASSIFICATION OF STUDENTS AND ALUMNI BY AGE GROUPS

Age groups	Number	Per cent
STUDENTS		
15	13	7.56
16	52	30.23
17	83	48.25
18	24	13.96
Totals	172	100.00
ALUMNI		
Under 20	8	10.96
20 - 29	24	32.88
30 - 39	11	15.07
Over 40	13	17.80
Totals	56	76.71
No replies	17	23.29

experiences with the problems encountered in life situations.

Finally, the students and the alumni were asked to indicate the number of contests in which they had participated each year. The responses were tabulated into groups: 1 - 3; 4 - 6; 7 - 9; and Over 10. These data are compiled in Table XXXI. There were 20.35 per cent of the students who omitted this item, and 36.9 per cent of the alumni who failed to respond. The latter number coincides perfectly with the number of alumni who indicated they had graduated from high school more than 7 years ago. The item apparently called for data too specific in nature for this group to attempt to answer.

From Table XXXI, it is observed that the largest percentage, 31.4 per cent, of the students indicated they had participated in from 4 to 6 forensic contests each year. The next largest response, 26.7 per cent, indicated 1 to 3 contests, while 14.5 per cent stated they annually participated in 10 or more contests.

There were 34 per cent of the alumni who indicated they participated in from 1 to 3 contests annually; 17.8 per cent who participated in 4 to 6 contests; and 10.96 per cent who recalled they had participated in over 10 contests each year.

In general, the responses to these questionnaires should be evaluated in terms of persons who have had experiences in the field under discussion. Their responses are the result of the consideration of problems in this area following a period of first hand experience in the field.

TABLE XXXI

DISTRIBUTION OF NUMBER OF CONTESTS PARTICIPATED IN EACH YEAR
AS REPORTED BY STUDENTS AND ALUMNI

Class Interval	Number	Per cent
STUDENTS		
1 - 3	46	26.74
4 - 6	54	31.39
7 - 9	12	6.97
Over 10	25	14.53
Totals	137	79.63
No replies	35	20.35
ALUMNI		
1 - 3	25	34.25
4 - 6	13	17.80
7 - 9	00	00.00
Over 10	8	10.96
Totals	46	63.01
No replies	27	36.98

CHAPTER IV

ANALYSIS OF DATA SUBMITTED BY ADMINISTRATORS

The data interpreted in this chapter were analyzed from Part I of the questionnaire beginning with Item 6 and continuing through Item 14. In these items, the administrators were asked to evaluate extra-curricular forensic activities, to identify certain problems associated with extra-curricular forensic activity programs, and to indicate the inherent undesirable characteristics of interscholastic forensic contests. Tables have been prepared to assist in interpreting these data.

Interscholastic activities compared with intramural activities in the field of speech. Since it has frequently been said that intramural activities will provide all the educationally worthwhile experiences for the students that may accrue from participation in interscholastic contests and not entail the disadvantages that may be found in the latter group, it seemed desirable to ask the administrators to evaluate certain tendencies and characteristics of high school youth¹ in terms of these two types of

¹The terminology used in these items is standard usage in present day writings in the field of educational literature. This terminology is used frequently by the following authors:

Harold B. Alberty, Reorganizing the High School Curriculum (New York: The MacMillan Company, 1947).

John J. DeBoer, editor, The Subject Fields in General Education (New York: D. Appleton Century Company, 1941).

Harl R. Douglas, editor, The High School Curriculum (New York: Ronald Press, 1947).

H. S. Giles, S. P. McCutcheon, and A. H. Zechiel, Exploring the Curriculum (New York: Harper Brothers, 1942).

activities. Each administrator was requested to indicate in Item 6, from his own field of experience, how often he had observed that these tendencies were directly traceable to interscholastic forensic activities, and in Item 7, to intramural forensic activities. Three categories were provided for their responses: namely, "seldom or never," "occasionally," and "frequently." They were directed to use a check mark in evaluating the interscholastic activities and a cross for the intramural evaluation. The results are summarized in Table XXXII.

In Item 6, 71 schools failed to respond to the item in its entirety, thus leaving 637 responses to be tabulated. The percentages shown in Table XXXII are based on the relationship between the number of responses to each item and all useable 708 questionnaires received. It is significant that 360 administrators failed to respond to Item 7. The data are treated in terms of the number of useable responses returned for the entire study. There is a striking difference noted in the number of replies returned by the administrators in Item 6 and Item 7; 89.97 per cent of the administrators replied to Item 6 as compared with 49.01 per cent who answered Item 7.

Generally, the administrators believed that participation in interscholastic forensic activities contributes to improved

scholarship. The premise for this conclusion is based on the fact that over one-half of those responding to this item, or 47.8 per cent of those replying to the questionnaire, indicated improved scholarship was "occasionally" noted, and further, 32 per cent indicated that improved scholarship "frequently" was directly traceable to participation in interscholastic activities. Only 4.47 per cent indicated they "seldom" observed that participation in contests had any direct effect upon scholarship. On the other hand, it was noted that improved scholarship was "seldom" observed to be due to participation in intramural forensic activities by 4.94 per cent of the respondents, and only 12.42 per cent had observed this relationship "frequently." The largest number -- 24.85 per cent answered that they "occasionally" observed participation in intramural forensic activities was a factor in improved scholarship. The comparison of percentages in this table shows a stronger case for the influence of interscholastic than for intramural influences on scholarship.

It was found that a greater number of administrators believed the interscholastic forensic activities exerted a more favorable influence on students to remain in school than believed the contrary. A total of 24.25 per cent checked "frequently" as compared with 20.02 per cent who checked "seldom." The remaining 40.33 per cent indicated they "occasionally" observed this condition to exist. For intramural activities the percentages were: 7.98 per cent indicated "seldom," 20.16 per cent "occasionally," and 10.50 per cent

TABLE XXXII

CONTRIBUTION OF INTERSCHOLASTIC AND INTRAMURAL FORENSIC ACTIVITIES
IN DEVELOPING CERTAIN TENDENCIES AND CHARACTERISTICS
OF YOUTH AS REPORTED BY ADMINISTRATORS

Tendencies and characteristics	INTERSCHOLASTIC				INTRAMURAL			
	Sel- dom	Occa- sion- ally	Fre- quent- ly	Total	Sel- dom	Occa- sion- ally	Fre- quent- ly	Total*
Improved Scholarship	4.47	47.80	32.01	84.28	4.94	24.85	12.42	42.21
A desire to remain in school	20.02	40.33	24.25	84.60	7.98	20.16	10.50	38.64
A desire to leave school	73.46	3.53	2.82	79.81	28.42	2.80	.84	32.06
Intellectual growth and development	.99	32.01	54.55	87.55	1.68	21.43	21.71	44.82
Social cooperation	3.53	33.14	51.88	88.55	1.68	21.42	21.01	44.11
An appreciation of citizenship in a democracy	4.94	39.06	42.44	86.44	2.52	22.82	19.04	44.38
An appreciation of leadership	4.94	31.30	50.90	87.14	3.81	19.32	19.04	42.17
An appreciation of worthy home membership	20.45	42.80	18.61	81.86	10.01	21.14	7.28	38.43
An appreciation of improved disci- pline and school spirit	7.33	39.34	39.76	86.43	4.94	20.87	17.63	43.44

*The totals shown here do not include the percentage of no
responses to either the individual question or the item as a whole.

"frequently." A decided difference is at once apparent between the respondents answering favorably to Items 6 and 7. In the former group, 64.6 per cent were willing to declare they had observed either "occasionally" or "frequently" a desire to remain in school was influenced by participation in interscholastic forensic activities, while 30.6 per cent answering Item 7 indicated they had observed "occasionally" or "frequently" the desire to remain in school could be traced to participation in intramural forensic activities.

Furthermore, educators were also concerned about those conditions which stimulate the desire of students to leave school. There were more administrators, 73.46 per cent, who indicated that it was only "seldom" observed that participation in interscholastic activities caused students to want to leave school. There were only 28.42 per cent of the respondents who checked this section of Item 7. Only 3.53 per cent checked "occasionally" and 2.82 per cent indicated "frequently" as their opinions regarding withdrawal from school and interscholastic forensic activities, while the same categories for intramural activities were checked 2.8 per cent and .84 per cent respectively. Therefore, it is apparent that two and one-half times as many administrators regarded interscholastic forensic activities more favorably than intramural activities in evaluating the desire of high school students to leave school.

The replies to the question on intellectual growth and development show marked differences. In the interscholastic forensic

activity, the category "seldom" was checked by .99 per cent of those replying; "occasionally" by 32.01 per cent; and "frequently" by 54.55 per cent, or a total of 87.55 per cent. The intramural forensic programs were answered with "seldom" by 1.68 per cent of the administrators; "occasionally" by 21.43 per cent; and "frequently" by 21.71 per cent, making a total of 44.82 per cent of the respondents replying to the item. Since more administrators responded favorably to interscholastic activities than responded favorably to intramural activities, we may say that interscholastic forensic activities have been observed to contribute more than intramural activities to the educational growth and development of high school boys and girls.

The development of social cooperation has been "occasionally" observed to be directly traceable to participation in interscholastic forensic activities by 33.14 per cent of those who replied to the questionnaire and "frequently" observed by 51.88 per cent. Only 3.53 per cent indicated they "seldom" had observed this characteristic as an outgrowth of these activities. The same question was asked regarding participation in intramural forensic contests. There were 21.42 per cent of the respondents who indicated "occasionally," while 21.01 per cent indicated they had observed this outcome "frequently." A small percentage, 1.68, claimed that only "seldom" had they observed this characteristic.

There were 86.44 per cent of the respondents who checked the item pertaining to the development of citizenship in a democracy for

Item 6 in contrast with 44.38 per cent who answered the same question for Item 7. Of this number, 42.44 per cent "frequently" observed this trait as an outgrowth of participation in interscholastic forensic activities. There were 19.04 per cent who believed this development "frequently" could be traced to participation in intramural forensic activities. A total of 39.06 per cent said they "occasionally" were able to trace this characteristic to interscholastic competition, and only 4.94 per cent were in the group that marked "seldom" for Item 6. The greatest number -- 22.82 per cent indicated they had observed this characteristic as being developed through participation in intramural activities only "occasionally." The category of "seldom" was checked by 2.52 per cent in Item 7.

An appreciation of leadership was one of the four highest ranked questions in Item 6, as 87.14 per cent of the respondents checked this item. Those who "seldom" had observed this characteristic as related to participation in interscholastic forensic activities totaled 4.94 per cent. Only 3.81 per cent checked this question as being "seldom" related to the intramural speech activities program. The trait was observed "occasionally" by 31.30 per cent and "frequently" by 50.90 per cent as being directly traceable to participation in interscholastic forensics. On the other hand, only 19.32 per cent reported "occasionally" and 19.04 per cent "frequently" to have observed this characteristic as being developed through participation in intramural activities.

Apparently, high school administrators have not observed that an appreciation of worthy home membership is a characteristic developed through participation in either interscholastic or intramural forensic activities. Only 81.86 per cent responded to this question in Item 6 and 38.43 per cent in Item 7. A break down of the replies received indicates that for both groups "occasionally" was the most frequently selected response. The percentages for each group in the order named were 42.80 and 21.14. That this characteristic was "seldom" observed in interscholastic activities was checked by 20.45 per cent of the respondents, and in intramural programs by 10.01 per cent. There were 18.61 per cent who "frequently" observed that this trait was directly traceable to participation in interscholastic activities and 7.28 per cent responded in the same manner for intramural contests.

The final question in these two items asked, "How frequently have you observed that participation in either interscholastic or intramural forensic activities has developed an appreciation of improved discipline and school spirit?" A modicum of respondents, 7.33 per cent, indicated they "seldom" observed this characteristic as an outcome of participation in interscholastic contests, and 4.94 per cent marked the same category for intramural activities. The remainder of those replying were closely divided -- 39.34 per cent selected "occasionally" and 39.76 per cent indicated "frequently" as their responses to Item 6. In evaluating the intramural activities in regard to the appreciation of school spirit, 20.87 per cent

chose "occasionally" as their response while 17.63 per cent selected "frequently."

It may be appropriate to point out that the administrators were inclined to use the extremes of the rating scale more frequently for interscholastic activities than they did for the intramural programs. In the interscholastic division, there were only three items for which the administrators checked "occasionally" more often than either "seldom" or "frequently," while in analyzing the intramural activities, there were seven items for which "occasionally" was selected by the greatest number of respondents.

The statistic, chi square, was applied to the responses to Items 6 and 7 to discover if any real differences did exist between evaluation of interscholastic and intramural forensic activities.

To apply the null hypothesis to these data would be to say that there is no difference in the opinions of administrators regarding the development of these traits and characteristics of high school youth through participating in interscholastic or intramural forensic programs. The application of chi square shows the data to be significant to the 1 per cent level for each of the following characteristics and traits: "a desire to leave school"; "intellectual growth and development"; "social cooperation"; and "an appreciation of leadership." Thus, for these items, the null hypothesis can be rejected with reasonable assurance that the data were not distributed as they were by chance.

The null hypothesis could be rejected with moderate assurance for the following items: "an appreciation of improved discipline and school spirit," 10 per cent level of significance; "an appreciation of citizenship in a democracy," 20 per cent level of significance; "a desire to remain in school," 30 per cent level of significance; and "improved scholarship," 5 to 10 per cent level of significance.

The null hypothesis is perhaps a valid assumption for "an appreciation of worthy home membership" which produced a chi square of 1.603 which with two degrees of freedom is valid only to the 50 per cent level of significance. It is a striking fact that this item was the only one in all nine characteristics and traits in which the data might have resulted from pure chance.

Exploring the topic further, Table XXXIII has been compiled to show the percentage of replies for each of the characteristics and tendencies for each type of activity (interscholastic and intramural) as reported by the administrators of the different size high schools. The size of the schools was obtained from Item 2 of the questionnaire.

Generally speaking, the pattern of answers was uniform for each group of responses according to the size of school. That is, a uniform spread of responses to "seldom or never" is noticed for all schools in both types of programs in answer to the item, "improved scholarship." A small percentage of schools Over 1000 checked "seldom or never"; a slightly larger group of schools from

TABLE XXIII

EVALUATION OF HIGH SCHOOL DEBATING IN TERMS OF INTERSCHOLASTIC AND INTRAMURAL CONTESTS AS REPORTED BY ADMINISTRATORS IN DIFFERENT SIZE SCHOOLS IN PERCENTAGES

Characteristics and Tendencies of High School Youth	INTRINSCHOLASTIC												INTRINSCHOLASTIC																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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	Over 2500	Under 1000	250- 1000		Over 2500	Under 1000	250- 1000		Over 2500	Under 1000	250- 1000		Over 2500	Under 1000	250- 1000		Over 2500	Under 1000	250- 1000		Over 2500	Under 1000	250- 1000		Over 2500	Under 1000	250- 1000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
Improved scholarship	6.67	8.22	9.53	66.66	54.35	58.66	43.33	28.88	25.60	25.42	7.77	5.06	7.86	11.26	18.22	18.56	41.36	93.84	38.90	36.32	18.22	23.87	20.68	20.88	18.56	18.80	23.38	24.06	44.44	45.82	43.33	1.82	5.55	4.11	1.82	11.11	10.11	12.71	60.16	55.20	59.23	5.64	7.73	4.42	3.76	1.10	0.88	30.08	35.88	35.36																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
A desire to remain in school	18.88	23.38	24.06	44.44	45.82	43.33	1.82	5.55	4.11	1.82	11.11	10.11	12.71	60.16	55.20	59.23	5.64	7.73	4.42	3.76	1.10	0.88	30.08	35.88	35.36	1.11	0.95	2.27	28.88	35.50	44.31	70.00	62.25	53.57	0.00	3.16	2.72	3.76	2.76	4.42	35.72	45.26	43.32	52.64	45.26	44.55	7.52	6.62	10.61																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
A desire to leave a school	78.88	79.95	83.54	4.44	5.67	1.82																				3.33	4.42	2.72	32.22	35.08	44.04	63.33	58.11	50.85	1.11	2.21	2.27	3.76	3.86	3.54	39.48	42.50	45.97	47.00	43.06	44.55	9.40	10.49	9.72																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Intellectual growth and development	3.33	4.42	7.26	36.66	43.29	48.12	56.66	49.30	40.41		2.22	2.84	4.07	0.00	6.07	7.96	45.12	45.26	48.62	39.48	39.19	31.82	15.04	9.38	11.49	3.33	4.42	7.26	36.66	43.29	48.12	56.66	49.30	40.41		2.22	2.84	4.07	0.00	6.07	7.96	45.12	45.26	48.62	39.48	39.19	31.82	15.04	9.38	11.49																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
An appreciation of leadership	5.55	4.42	6.81	23.33	36.34	41.77	66.66	56.56	50.00		4.44	2.53	1.36	0.00	6.07	8.84	37.60	42.50	38.01	47.00	39.19	38.90	15.04	11.59	13.26	26.64	22.75	21.79	39.96	49.93	47.67	24.42	19.59	20.88		9.99	7.58	9.53	15.04	20.97	22.10	52.64	42.50	40.66	11.28	13.80	14.40	20.68	22.63	22.98																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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250 - 1000 checked this category; and a still larger group of Below 250 replied in the same manner to this item.

There was a decided difference noted in the total number of "no responses" between the interscholastic and the intramural programs. For example, "the desire to leave school" was omitted by 10 -- 12 per cent of the administrators in evaluating the interscholastic contests while the same question was omitted by 30 -- 35 per cent of those checking the intramural programs. In evaluating the interscholastic activities, 3 per cent omitted the item "improved scholarship." The same item was omitted by 11 -- 18 per cent in evaluating intramural programs. This difference seemed to exist in equal ratios throughout. It appears that these omissions can be attributed to one of two conditions: first, perhaps there may not have been a fully developed intramural program which the administrator had observed sufficiently to be able to evaluate these traits, and second, the intramural program might have been carried on successfully, yet the administrator was not aware of its success, and therefore omitted the items rather than mark them "seldom or never." There is, of course, a third possibility that the use of the "check" and "cross" was confusing and thus omissions occurred. However, there were enough responses recorded to show that the method of indicating the response was probably not at fault.

"The desire to leave school" was the only tendency of high school youth which received a greater number of marks in all sizes of schools in the "seldom or never" category. For this item the

Above 1000 schools represented the largest percentage that this characteristic was "seldom or never" traceable to participation in intramural activities.

"The appreciation of worthy home membership" is another tendency of high school youth that received answers from rather large percentages of administrators from all school sizes indicating this tendency was "seldom or never" traceable to participation in either interscholastic or intramural activities.

It seems apparent from the evidence cited above, that these data do not show any significant differences in the recognition of traits that are directly traceable to participation in interscholastic and intramural forensic programs in the three different sizes of schools represented in this study.

As a further analysis of these data, a four-step scale was used to convert the percentages for each size school into a quantitative score. To accomplish this, a scale value of zero was given to "no response"; one to "seldom or never"; two to "occasionally"; and three to "frequently." The percentages in the table were then multiplied by the scale-value. The scaled scores were totaled for each size of school which provided the quantitative score as shown in Table XXXIV.

The use of the quantitative score made it possible to apply the rank-difference correlation technique to determine the consistency of relative judgment about traits in the two types of activity. Table XXXV shows this summary. The responses of the administrators

to the interscholastic forensic activity section were correlated with the replies to the intramural section for each size of school. The obtained rhos were significantly high: .983 for schools of Over 1000; .933 for schools between 250 - 1000; and .975 for schools Under 250. These rhos were significantly high -- exceed .70 and are more than 3 times their standard errors to indicate that these results would not be obtained by chance.

The administrators of the medium size high schools were not in complete accord with the value of interscholastic contests and intramural programs on the matter of "an appreciation of leadership," and "an appreciation of improved discipline and school spirit." These two items were ranked third and fifth in importance respectively for interscholastic contests, but for intramural, they were reversed in rank order. These were the only two items with a difference between ranks of more than one.

Broadly speaking, there appears to be a large measure of agreement in much of the current literature that participation in debate should develop within the students certain desirable outcomes. Nine of these desirable outcomes were placed in a check list for evaluation purposes. An evaluation column of four categories was provided for the respondents use. Each administrator was requested to encircle: the "0" if contest debating failed to develop the desired outcome; the "1" if contest debating is important in developing the outcome; the "2" if the outcome would be developed through interscholastic competition and not prevail in

TABLE XXXV

A RANK-DIFFERENCE CORRELATION OF THE RESPONSES OF SCHOOL ADMINISTRATORS IN EVALUATING CERTAIN CHARACTERISTICS AND TENDENCIES OF HIGH SCHOOL YOUTH AS DEVELOPED THROUGH PARTICIPATION IN INTERSCHOLASTIC AND INTRAMURAL FORENSIC ACTIVITIES

Tendencies and characteristics	QUANTITATIVE SCORE					
	Over 1000					
	Interscho- lastic	Intra- mural	R ₁	R ₂	D	D ²
Improved scholarship	229.96	184.24	6	7	1	1
A desire to remain in school	194.40	202.86	7	6	1	1
A desire to leave school	104.40	82.72	9	9	0	0
Intellectual growth and development	268.84	232.12	1	1	0	0
Social cooperation	257.76	224.72	2	2	0	0
An appreciation of citizenship in a democracy	246.60	208.68	4	4	0	0
An appreciation of leadership	252.00	216.20	3	3	0	0
An appreciation of worthy home membership	179.80	154.16	8	8	0	0
An appreciation of improved discipline and school spirit	236.40	206.84	5	5	0	0
						$\sum D^2$
						rho=.983
250 - 1000						
Improved scholarship	220.24	185.48	6	6	0	0
A desire to remain in school	191.80	172.56	7	7	0	0
A desire to leave school	103.60	73.96	9	9	0	0
Intellectual growth and development	258.68	229.04	1	1	0	0
Social cooperation	249.00	218.04	2	2	0	0
An appreciation of citizenship in a democracy	238.88	214.16	4	4	0	0
An appreciation of leadership	246.76	208.64	3	5	2	4
An appreciation of worthy home membership	181.36	147.36	8	8	0	0
An appreciation of improved discipline and school spirit	231.96	214.72	5	3	2	4
						$\sum D^2$
						8
						rho=.933

TABLE XXXV (continued)

A RANK-DIFFERENCE CORRELATION OF THE RESPONSES OF SCHOOL ADMINISTRATORS IN EVALUATING CERTAIN CHARACTERISTICS AND TENDENCIES OF HIGH SCHOOL YOUTH AS DEVELOPED THROUGH PARTICIPATION IN INTERSCHOLASTIC AND INTRAMURAL FORENSIC ACTIVITIES

Tendencies and characteristics	QUANTITATIVE SCORE		R ₁	R ₂	D	D ²
	Interscho- lastic	Intra- mural				
Improved scholarship	217.00	190.92	6	6	0	0
A desire to remain in school	184.56	167.96	7	7	0	0
A desire to leave school	92.64	70.68	9	9	0	0
Intellectual growth and development	245.60	215.68	1	2	1	1
Social cooperation	243.32	220.12	2	1	1	1
An appreciation of citizenship in a democracy	224.72	200.64	4	4	0	0
An appreciation of leadership	240.32	201.46	3	3	0	0
An appreciation of worthy home membership	179.76	146.60	9	8	1	1
An appreciation of improved discipline and school spirit	222.88	194.44	5	5	0	0
						$\sum D^2$
						rho=.975

a program of intramural contests; and the "3" if the outcome would be developed as effectively through participation in an intramural program as through participation in interscholastic contests. It was suggested that two categories might be checked for each item in order to provide as much flexibility for the scale as possible. It is interesting to note that 175, or 24.68 per cent of the returned questionnaires contained checks in more than one category.

In analyzing the data, it seemed more meaningful to interpret each outcome in terms of those checking the statement rather than in terms of the total response to the questionnaire. Therefore, the percentages used in this section are based upon the number of responses to each division rather than the relationship each division bears to the total number involved in the entire study. Of the 708 useable questionnaires that were returned, 186 did not have this item answered. The results are displayed in Table XXXVI.

It was found that less than 2 per cent of the administrators checked the category "contest debating fails to develop the desired outcome," for 8 of the 9 avowed desirable outcomes provided in this questionnaire. The highest percentage of checks was given to "training in leadership" and the lowest number to the outcome, "the ability to analyze arguments." Thus the data show that 3.47 per cent of the administrators believe that contest debating does not develop leadership while only 0.68 per cent believe that the ability to analyze arguments is not developed by contest debating. In this evaluation it must be remembered that the higher percentages

indicate a less valuable contribution of contest debating to the development of the desirable outcome.

There were 37.30 per cent of the respondents who were of the opinion that contest debating is important in developing the "ability to analyze arguments"; 18.39 per cent checked that this outcome was developed through interscholastic competition; and 43.75 per cent answered that the outcome was developed as effectively through participation in an intramural program as through participation in interscholastic contests.

That contest debating is important in developing "training in leadership" was the opinion of 33.71 per cent of the respondents. There were 19.17 per cent who answered that this outcome was developed through interscholastic competition; and 43.63 per cent were of the opinion that the outcome was developed as effectively through participation in an intramural program as through participation in interscholastic contests.

Thus slightly more than one-third of those answering the first of these items were of the opinion that contest debating was important in developing "the ability to analyze arguments" and 43.75 per cent answered that this outcome was developed as effectively through participation in an intramural program as through participation in interscholastic contests. There was a difference of 25.36 per cent in the number of checks indicating that the trait would be developed through interscholastic contests and not through an intramural program, and that the outcome would be developed as

TABLE XXXVI

IMPORTANCE OF CONTEST DEBATING IN DEVELOPING CERTAIN DESIRABLE OUTCOMES
REPORTED BY ADMINISTRATORS

	Contest debating		Contest debating		Outcome is de-		Outcome is		Total
	fails to devel-	op the desired	outcome	is important in	developing this	outcome	veloped through	interscholastic	replies
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	to the
	Checked	Number	Checked	Number	Checked	Number	Checked	Number	indicated
	11	1.74	248	39.36	98	15.55	273	43.33	outcome
Desirable outcomes of debating	11	1.74	248	39.36	98	15.55	273	43.33	630
Efficient use of the library	11	1.86	224	37.96	121	20.50	234	39.66	590
Thorough and accurate analysis	4	.68	219	37.30	108	18.39	256	43.75	587
The ability to analyze arguments	6	.98	230	37.64	104	17.02	271	44.35	611
To distinguish between vital and unimportant facts	7	1.13	214	34.74	125	20.29	270	43.83	616
The need of proving statements	9	1.48	215	35.53	129	21.32	252	41.15	605
The need of supporting evidence and sound reasoning	5	.83	213	35.38	135	22.42	249	41.36	602
To present ideas in a clear and effective manner	5	.84	231	39.21	153	25.97	200	33.95	589
To think under pressure	21	3.47	204	33.71	116	19.17	264	43.63	605
Training in leadership									

Item omitted by 186 or 26.27 per cent of respondents

Checked more than one item 175 or 44.72 per cent of respondents

effectively through participation in an intramural program as through interscholastic contests. The difference of opinion favored the latter category.

It is apparent, then, that these data indicate the administrators are of the opinion that the ability to analyze arguments is developed by participation in contest debating. Moreover, they are also of the opinion that contests might as well be limited to an intramural program. The same interpretations may be drawn from the item "training for leadership."

That contest debating is important in the development of the avowed outcomes was checked by 33 per cent to 39 per cent of those checking each item. The two outcomes receiving the highest percentage in this category were "efficient use of the library," 39.36 per cent, and "to think under pressure," 39.21 per cent. "The development of leadership" was checked by 33.71 per cent of the respondents which was the lowest rating of the group. The following items received 37 -- 38 per cent of the checks: "thorough and accurate analysis of reading materials," "the ability to analyze arguments," and "to distinguish between the vital and unimportant facts." Approximately one-third of the respondents checked this category for "the need of proving statements," and 35 per cent believed that contest debating was important "in developing the need of supporting evidence and sound reasoning -- and to demand the same of others," and "to present ideas in a clear and effective manner that will appeal to his listeners."

The opinion that the outcome would be developed through interscholastic competition and would not prevail in a program of intramural contests was checked the greatest number of times, 25.97 per cent, under the outcome of "to think under pressure." "Efficient use of the library" received only 15.55 per cent of the checks in this category. Other desirable outcomes that received from 15 per cent to 20 per cent of the checks in favor of interscholastic competition were "the ability to analyze arguments," "to distinguish between vital and unimportant facts," and "training in leadership." The following items received from 20 per cent to 25 per cent of the checks: "thorough and accurate analysis of reading materials," "the need of proving statements," "the need of supporting evidence and sound reasoning," and "to present ideas in a clear and effective manner." No more than one-fourth of those checking each item were in accordance with the opinion that the desirable outcomes were restricted to interscholastic contests.

All 9 of the desirable outcomes of contest debating were checked most frequently under the category of the outcome would be developed as effectively through participation in an intramural program as through participation in interscholastic contests. In only two instances did the total percentage fall below 40 per cent for each item. These two cases were: "thorough and accurate analysis of reading materials" -- 39.66 per cent -- and "to think under pressure" -- 33.95 per cent. "To distinguish between vital and unimportant facts" received 44.35 per cent of the checks

indicating that close to one-half of those checking this particular item believed the goal could be accomplished equally well with either an intramural or interscholastic program. In almost every instance the opinion ratio was 2 to 1 or more that the desired outcomes "would be as adequately developed by intramural programs as by interscholastic contests" over the statement that the outcome "would be developed through participation in interscholastic contests and not in intramural programs."

The data were examined further by applying the rank-difference correlation formula as explained in Chapter II. The responses were tabulated by the "odd" and "even" procedure. Each sample was then placed in a rank-difference table and the differences between ranks obtained. A rho of .942 was thus derived which shows extremely high correlation between the responses of the two groups of administrators in replying to this item. This rho exceeds .70, which number has been suggested as the dividing point between a highly significant and one not usually considered to be truly significant. Furthermore, this rho is almost five times its σ ρ .198 -- three times the standard error is usually required for high reliability. These data indicate that the administrators responded in a highly unified fashion to these items.

The three previous Items, 6, 7, and 8, were used in an attempt to evaluate the opinion of administrators regarding the comparative values of interscholastic contests and intramural programs. Item 12, therefore, was designed to provide a double check on these opinions.

The item was stated, "From your experience, do you believe that the substitution of intramural programs would be (1) superior to the present contest system, (2) just as effective in developing desirable traits in high school youth, and (3) inadequate as a replacement for the present competitive system. This item was omitted by 13.13 per cent of the respondents. Table XXXVII shows the complete tabulation of the returns.

There were 11.29 per cent of the respondents who were of the opinion that the "intramural program would be superior to the present program of forensic contests." Only 80 administrators checked this category, while 316 replied to the item by checking the third response, indicating that their experience led them to believe that an "intramural program would be inadequate as a replacement for the present competitive system." Those checking the third response represented 44.63 per cent of all useable questionnaires. The second response, "intramural programs would be just as effective as the interscholastic contests," was checked by 219 or 30.92 per cent of the administrators.

It is interesting to note that over one-half of the administrators responding to this item, or 44.63 per cent of all useable returns, indicated that in their opinion the "intramural program would be inadequate as a replacement for the present system." It is a striking fact that this number was almost 4 times as great as the number of respondents selecting "the substitution of the intramural programs would be superior to the present contest

TABLE XXXVII

RELATIVE VALUES OF SUBSTITUTING INTRAMURAL
FOR INTERSCHOLASTIC PROGRAMS

	Intramural superior	Intramural just as effective	Intramural inadequate	Total	No response to the item
Number responding	80	219	316	615	93
Per cent responding	11.29	30.92	44.63	86.84	13.13

system," as their response. These data clearly show, then, that when asked the direct question of the desirability of substituting intramural for interscholastic speech contests, a high percentage of administrators responding to the item were of the opinion that the intramural program would be inadequate as a replacement for the present interscholastic system.

Evaluation of problems encountered in conducting forensic programs. There were four items in the questionnaire designed to permit the administrators to indicate their opinions concerning four typical problems arising from the conducting of interscholastic forensic contests.

The responses to the first of these problems "the amount of time missed from school in attending contests," are compiled in Table XXXVIII. The data are self-explanatory. That it does not constitute a problem in their schools was indicated by 40.53 per cent of the administrators, and 35.02 per cent considered these

absences only a minor problem. Further, the data show only 4.09 per cent of the respondents consider the time missed to be more than just a problem. That it does constitute a problem was admitted by 10.58 per cent. Apparently, these administrators are in substantial agreement that the time missed from school to attend speech contests has ceased to be an extensive problem.

TABLE XXXVIII

THE PROBLEM OF THE LOSS OF TIME FROM SCHOOL TO ATTEND CONTESTS
AS REPORTED BY ADMINISTRATORS

	A major prob- lem	A diffi- cult prob- lem	A prob- lem	A minor prob- lem	Not a prob- lem	Total	No response
Number responding	5	29	75	248	287	644	64
Per cent responding	.71	4.09	10.58	35.02	40.53	90.93	9.03

Exploring the topic from the financial angle, two items were designed to provide an evaluation of the problem of financing forensic activities. In evaluating the first item in this series, the administrators were asked to indicate whether the problem of financing speech activities was: (1) a major problem; (2) a difficult problem; (3) a problem; (4) a minor problem; and (5) not a problem in this school. The distribution of replies is shown in Table XXXIX.

The item was answered by 89.8 per cent of the administrators who returned useable questionnaires. These responses were concentrated in the last two categories, "a minor problem," and "not a problem in this school." Those who replied that financing speech activities was only "a minor problem" represented 27.11 per cent of the total, while those who thought it was "not a problem in this school" represented 35.59 per cent of the respondents. These two groups represented 62.70 per cent of those returning useable questionnaires.

TABLE XXXIX

THE PROBLEM OF FINANCING FORENSIC ACTIVITIES
AS REPORTED BY ADMINISTRATORS

	A major prob- lem	A diffi- cult prob- lem	A prob- lem	A minor prob- lem	Not a prob- lem	Total	No response
Number responding	28	66	98	192	252	636	72
Per cent responding	3.95	9.32	13.84	27.11	35.59	89.81	10.16

A total of 13.27 per cent of the replies were recorded in the categories indicating that financial problems were severe enough to be classified as either "a difficult problem" or "a major problem." Of this group, only 3.95 per cent used the extreme end of the rating scale and declared that financial arrangements were "a major problem." Only 13.8 per cent checked "a problem"

for this item. From these data it can be said with certainty that the financing of forensic contests does not represent a problem to most of the administrators.

The second item in the series dealing with finances was designed to determine the most desirable means of providing financial support of speech contests. Various means of financing the extra-curricular program in general, and specifically the forensic program, have been employed. From the large number of possibilities, four were selected to use for this study. These were: (1) by the Board of Education; (2) by a student activity ticket; (3) participating students to pay their own expenses; and (4) the activity should be self-supporting. Only 6.8 per cent of the useable questionnaires returned did not have this item checked. A glance at Table XL will show the distribution of the replies.

In reviewing the responses to this item, it is well to remember that the question was asked, "What do you consider . . .?" not "What method do you use?" in financing the activities.

It is interesting to note that 63.13 per cent of the administrators favored the plan that the "Board of Education" should be responsible for financing forensic activities. This substantial opinion is in harmony with the general trend in financing these activities in actual practice in schools today. Minority preferences were almost equally divided between the desirability of financing activities by means of "student activity tickets," and by having a "self-supporting system" for each activity. No attempt was made to

determine what methods or devices were used to keep forensic activities self-supporting. Only 7.49 per cent of the respondents believed that the students should pay their own expenses when participating in forensic contests. There seems to be considerable unanimity of opinion among administrators that Boards of Education should finance the forensic program.

TABLE XL

RECOMMENDED PROCEDURES FOR FINANCING FORENSIC ACTIVITIES
AS REPORTED BY ADMINISTRATORS

Means of financing	Number	Per cent
By the Board of Education	447	63.13
By student activity tickets	125	17.66
Participating students to pay their own expenses	53	7.49
The activity should be self-supporting	129	18.22
Total	754	
No response to the item	55	7.76

To test the reliability of this item, the split-half correlation procedure was again applied. The odd -- even groups correlated perfectly, $\rho = 1.00$.

One of the major charges leveled against contests of all types has been the difficulty of proper supervision of students when away from home participating in the events. In an effort to discover whether or not administrators considered this a significant problem, the following question was formulated: "Adequate supervision of students while on trips to participate in interscholastic forensic contests is (1) a major problem; (2) a difficult problem; (3) a problem; (4) a minor problem; (5) not a problem in this school." The item was not answered by 8.75 per cent of the respondents, thereby leaving approximately 91 per cent of replies from which data could be used as Table XLI will show.

It is noteworthy that 72.30 per cent of those contributing to this study believe that adequate supervision of students while on trips is no more than "a minor problem." There were 48.72 per cent of the respondents who were in agreement that supervision of students while on trips was "not a problem" in their school. Only about 18 per cent of the checks were to be found in the three categories, "a problem," "a difficult problem," or "a major problem." It is interesting to note that of the 708 useable questionnaires returned only 14, or 1.97 per cent, had "a major problem" checked for this question.

The data collected in this area of primary concern indicate that the administrators are strongly convinced that the supervision of students while on trips to participate in forensic contests presents no serious problem.

TABLE XLI

DIFFICULTY OF SUPERVISING STUDENTS ON CONTEST TRIPS
AS REPORTED BY ADMINISTRATORS

	A major prob- lem	A diffi- cult prob- lem	A prob- lem	A minor prob- lem	Not a prob- lem	Total	No response to item
Number responding	14	36	84	167	345	646	62
Per cent responding	1.97	5.08	11.86	23.58	48.72	91.22	8.75

The administrators responded in large numbers by over 90 per cent of the useable replies to an evaluation of these four frequently discussed problems of interscholastic forensic contests. They were in substantial agreement that none of these four problems were significant in their schools.

Identification of inherent undesirable characteristics of interscholastic forensic contests. In analyzing the professional literature of the past few years, one is impressed with the many articles written condemning interscholastic forensic activities. Many of these articles have been written by men and women involved with the direction of forensic work at the secondary school level, and others have been written by those outside the forensic field.²

²The following articles shed additional light on the criticisms directed against interscholastic forensic activities:

Harrison Karr, "Speech Contests: Good and Not So Good," California Journal of Secondary Education, XV (February, 1940), 103-107.

R. L. Irwin, "Declamation - A Cultural Lag," The Quarterly Journal of Speech, XXVII, No. 2 (April, 1941), 289-291.

Robert G. Turner, "Whither High School Forensics," The Quarterly Journal of Speech, XXVII, No. 4 (December, 1941), 550-554.

Richard Murphy, "Festival or Tournament?", The Quarterly Journal of Speech, XXVII, No. 2 (October, 1941), 392-397.

Elton Abernathy, "The Criticism Against Speech Tournaments," The Quarterly Journal of Speech, XXVIII, No. 3 (October, 1942), 354-356.

Donald C. Bryant, "High-School Prize-Speaking Contests," The Quarterly Journal of Speech, XV, No. 2 (April, 1929), 166-170.

Arleigh B. Williamson, "Mal-Practice in Speech Contests," The Quarterly Journal of Speech, XVI, No. 4 (November, 1930), 420-431.

There is also a large quantity of literature in strong support of the activities. From the negative attacks against forensics, a list of ten commonly discussed disadvantages of contests was compiled. The administrators were asked to check all those items in the list which they believed were inherent in competitive inter-scholastic forensic activities. Approximately 12 per cent of the useable questionnaires were not checked for this item. The complete results are tabulated in Table XLII.

In observing these data, it should be noted first that the returns are in terms of the number of times each item was checked. These ten characteristics were checked 1,952 times by 628 administrators, or an average of 3.4 checks per person responding. It is

doubtful if the "no response" group should be interpreted as believing that none of these characteristics were inherent in competitive forensic contests, although occasionally "none" was written across the face of the questionnaire.

The item checked most frequently was "too few students in the activity." It was found that three-fourths or 74.86 per cent of all administrators checked this item. The next highest number of checks appeared after the item, "too much emphasis is placed on winning." This number amounted to 50.42 per cent of all respondents. Because these two items are usually discussed together with the general feeling that the first is the outgrowth of the second, they were separated in the check list as far as possible in order to prevent undue influence of one item upon the other. The only other item receiving over 25 per cent of the checks was, "the judging is inefficient." This item was checked 247 times, which is 34.89 per cent of all respondents. It may be noted that only three of the ten items were checked as being inherent disadvantages of competitive interscholastic contests over two hundred times. The percentages for these items ranged from 34.89 to 74.86.

There were four items checked from 125 to 156 times. These statements were: "teachers tend to dominate the activity," 18.07 per cent; "there is too much duplication of contests," 21.17 per cent; "too many conflicts occur in scheduling events," 20.20 per cent; and "motivation is artificial and thus contrary to good educational practice," 22.03 per cent. It is interesting to note

TABLE XLII

CHARACTERISTICS THAT ARE INHERENT IN COMPETITIVE INTERSCHOLASTIC
FORENSIC ACTIVITIES REPORTED BY ADMINISTRATORS

Characteristics	Number of replies	Per cent
Too few students in activity	530	74.86
Teachers tend to dominate the activity	128	18.07
Financial outlay is too heavy	95	13.41
There is too much duplication in contests	150	21.17
The organizations are dominated by outside interests	47	6.63
There is a lack of centralized policy in the management of the activities	99	13.98
Too many conflicts occur in the scheduling of events	143	20.20
The judging is inefficient	247	34.89
Too much emphasis is placed on winning	357	50.42
Motivation is artificial and thus contrary to good educa- tional practice	156	22.03
Total	1,952	
Total not replying to the item	85	12.00

how few checks were given to the last mentioned item in this group. The evidence warrants the assumption that not many administrators are of the opinion that "artificial motivation" is an inherent characteristic of competitive interscholastic forensic contests.

Finally, three items received less than 15 per cent of the checks. These items were "financial outlay is too heavy," 13.41 per cent; "the organizations are dominated by outside interests," 6.63 per cent; and "there is a lack of centralized policy in the management of the activity," 13.98 per cent. These data, therefore, substantiate the findings in Item 10 regarding financial problems. Relatively few administrators checked "financial outlay is too heavy" as an inherent characteristic of competitive interscholastic forensic contests. Likewise, in Item 10, only a few considered "financing contests" to be more than a problem. These data further indicate that of all the administrators who checked these items, only a minority believe that forensic contests are "dominated by outside interests."

A rank-difference correlation, ρ , for these data reveals a high degree of correlation between the "odd" and "even" groups. A ρ of .964 was obtained which is extremely high.

It is apparent from the data interpreted on the preceding pages that most of these administrators look with favor upon both types of forensic contests, yet these administrators were generally agreed that the intramural programs should not be substituted entirely for the interscholastic programs. Moreover, these

administrators indicated certain typical charges against forensic contests were not a serious problem in their schools today. Finally, only two undesirable characteristics of interscholastic contests, "too few students in the activity," and "too much emphasis on winning," were judged by the majority to be inherent in interscholastic forensic activities. These data justify the assumption that these administrators have a favorable attitude toward forensic programs.

CHAPTER V

ANALYSIS OF DATA SUBMITTED BY FORENSIC DIRECTORS

The data supplied by the forensic directors for this study were derived from Part II of the four-page questionnaire which was mailed to the administrators.¹ Each director was asked to provide

¹For a state by state analysis of these returns, see Table X in Chapter III, p. 72.

information which would (1) reveal the general nature of the speech programs in the several schools, (2) aid in evaluating certain problems in conducting the forensic programs, (3) evaluate the outcomes of participation in forensic activities, and (4) declare a willingness to participate further in the study.

The general nature of speech programs in the several schools.

The returned questionnaires were divided into two groups for identification purposes: those received from schools polled through the office of the State Chairmen of the North Central Association of Colleges and Secondary Schools, and those received from schools polled directly by the investigator. The results are shown in Table XLIII.

These data show that 80.3 per cent of all questionnaires returned were sufficiently filled in to permit their being used as a part of this study. It should be remembered throughout this chapter that unless otherwise stated, the interpretation of results

is based upon the useable 685 replies to Part II of this questionnaire. The distribution of these returns between schools polled through the North Central Association State Offices and those polled directly offer but little variation from the data of the administrators as shown in Chapter III, Table XI. Out of the 724 questionnaires returned by schools polled through the North Central Association, 80.8 per cent were useable. Of the 129 returns received from the second group of schools, or those polled directly, 77.52 per cent contained useable data.

TABLE XLIII

DISTRIBUTION OF QUESTIONNAIRES RETURNED BY FORENSIC DIRECTORS
COMPARING RETURNS FROM SCHOOLS POLLED FROM THE NORTH
CENTRAL ASSOCIATION STATE OFFICES WITH RETURNS
FROM SCHOOLS POLLED DIRECTLY

Method of polling	Returned		Unanswered		Useable	
	Number	Per cent	Number	Per cent from each source	Number	Per cent from each source
Polled from North Central Association State Offices	724	84.88	139	19.20	585	80.80
Polled directly	129	15.12	29	22.48	100	77.52
Totals	853	100.00	168	19.70	685	80.30

The questionnaire was directed to the teacher of speech or director of forensics, therefore, the first question was designed

to identify the subject fields taught by the respondents. It is interesting to note that speech was listed most frequently, 447 times, and English followed closely with 440 listings by the respondents. These two subject areas were each checked by about 65 per cent of all forensic directors who filled in this questionnaire. This was an open-ended question and did not attempt to determine what teaching combinations were in use in these schools. Table XLIV gives the complete distribution of the data.

At a glance, Table XLIV shows that after speech and English, the social studies, 15.91 per cent, and dramatics, 15.47 per cent, were subjects most frequently taught by those who supplied the data. If radio and dramatics are included as a part of speech, then approximately 84 per cent of the respondents could be said to be teaching in the speech field.

Since this question concerning subjects taught was of the open-ended type, and since the respondents were allowed to write in their responses, there was no control over the categories used. This allowance provided a widespread listing of subjects as is evidenced by 115 checks given to "other" subjects, which constituted 16.79 per cent of all replies. The list included varied areas such as library, science, physical education, business, and languages. The item was omitted by 28 persons which represented only 2.25 per cent of the total useable questionnaires. The choice of speech as a second teaching field combined with the indicated list of subjects is a real possibility.

TABLE XLIV

SUBJECTS TAUGHT BY FORENSIC DIRECTORS IN PARTICIPATING SCHOOLS
REPORTED BY FORENSIC DIRECTORS

Subjects	Number of times checked	Per cent
Speech	447	65.25
English	440	64.23
Social studies	109	15.91
Dramatics	108	15.47
Radio	25	3.65
Other	115	16.79
Totals	1,244	
No response	28	2.25

Another major problem in handling forensic activities involved the time of meeting students to help them with their work. To gather data on this topic, the question was asked, "Is school time allowed for meeting students engaged in extra-curricular activities?" The respondents were to check "yes" or "no" for this item. The results are shown in Table XLV and are self-explanatory.

The table reveals that almost twice as many respondents checked "yes" as compared with those who checked "no." The percentage of checks for "yes" was 62.91 per cent as compared with 33.86 per cent of "no" replies. The item was omitted by only 3.21 per cent of the directors. These data should be kept in mind

TABLE XLV
SCHOOLS ALLOWING SCHOOL TIME FOR EXTRA-CURRICULAR ACTIVITIES
REPORTED BY FORENSIC DIRECTORS

	Number	Per cent
Yes	431	62.91
No	232	33.86
Total	663	96.77
No response	22	3.21

while analyzing the next question.

The significance of this question was not only a problem of school time, but it was also a matter of how much time was allowed in which to do this work. To gather information concerning the amount of time allowed, the respondents were asked to write in the specific amount of time allotted for these activities. The results were tallied according to general groupings which were arranged after a preliminary analysis of the returned questionnaires revealed the divisions that would be necessary. Results for this item are compiled in Table XLVI.

There was a decided difference from the preceding question noted in the response to this item as 271 or 39.56 per cent of the directors did not reply in contrast with only 22 or 3.21 per cent in the preceding question. The "one-hour per day" plan was given by 166 directors, which was 24.23 per cent of all replies. Almost

as many -- 152 or 22.19 per cent -- indicated an even more liberal procedure by indicating "as needed" for the amount of time provided for extra-curricular activities. "Two hours per week" were allowed by 6.28 per cent of the schools. It was found that 2.19 per cent of the schools used an activity period for forensic work and 5.55 per cent indicated some other procedures, all of which were grouped under the one heading, "other."

TABLE XLVI
SCHOOL TIME ALLOWED FOR FORENSIC WORK
REPORTED BY FORENSIC DIRECTORS

	Number	Per cent
One hour per day	166	24.23
Two hours per week	43	6.28
As needed	152	22.19
Activity period	15	2.19
Other	38	5.55
Total	414	60.44
No response	271	39.56

It is particularly noteworthy that these data indicate about 46 per cent of the schools represented in this study do make a rather generous provision of time for working on extra-curricular activities. However, an examination of the comments written on the

questionnaires by some of the respondents indicated that the useability of the time "as needed" depended to a great extent upon the schedules of participating students. Moreover, these comments indicated that while the forensic director may use students during their free hours, the time spent in this manner was not figured as a part of the teacher's working load.

Presumably, forensic directors are aware that extra-curricular contests scheduled on a school day create two problems of concern: (1) the participating students miss their classes, and (2) provision must be made for the classes of the director. In the previous chapter, it was shown that the administrators did not consider the time missed by the students while participating in forensic contests to be "a serious problem." This question, therefore, was designed to determine how the students in the classes of the forensic directors are cared for during his absence for contest activities. Four possible alternatives were suggested, and an opportunity was provided for the respondents to write in other plans not mentioned in the questionnaire. Only 8.82 per cent of the checks indicated that some other plan was used by the schools represented in this study. All responses to the question are shown in Table XLVII.

In interpreting this table it may be noted, first of all, that many directors checked more than one item, consequently the best analysis of the data is in terms of the percentage of checks each item received as compared with the total number of checks for the entire question. The item was omitted by 94 or 13.7 per cent

of the respondents.

The answer, "substitute teachers are provided," was checked by 287 people, which was 39.53 per cent of all checks given in the responses to the item. This general pattern of having substitute teachers was indicated more frequently than any other one plan. The second most popular procedure, as indicated by these data, was "other teachers take over your classes." This procedure was checked 240 times or 33.05 per cent of all checks. These two plans provide for keeping the students in the classroom and assume that regularly assigned work will proceed. The above two plans received about 72 per cent of the 726 checks used in answering this question.

The third most frequently used procedure in providing for the forensic director's classes during his absence was indicated by checking "students stay in the study hall." Several respondents added, "To do assigned readings," "To gather material for speeches," and "To work on debate material" during this time.

The least frequently mentioned procedure was "substitute teacher hired by you." A modicum of respondents -- 9 -- checked this item as the procedure followed in their school, a total representing 1.24 per cent of all replies to this item.

"Other arrangements" were suggested by 64 respondents. These suggested plans were: "director's wife meets his classes," "senior students supervise underclass study groups," and "student teachers are left in charge of the classes." The last mentioned procedure is made possible in the public schools through the off-campus

TABLE XLVII

METHODS OF HANDLING CLASSWORK WHEN FORENSIC DIRECTOR IS AWAY
ON CONTESTS REPORTED BY FORENSIC DIRECTORS

	Number of checks	Per cent of checks
Substitute teacher is provided	287	39.53
Substitute teacher is hired by director	9	1.24
Students stay in the study hall	126	17.36
Other teachers take classes	240	33.05
Other arrangements	64	8.82
Totals	726	100.00
No response	94 or 13.7 per cent of useable returns	

student teaching programs now being practiced in many of our professional schools as well as in the arts colleges today.

To ascertain the extensiveness of student participation in forensic contests, each director was asked to indicate the number of students participating in the extra-curricular forensic program. In order to analyze the data more meaningfully, the response was requested in terms of the students' classification in school. The item was not answered by 12.56 per cent of the forensic directors as shown in Table XLVIII.

Table XLVIII also reveals that 360 or 52.55 per cent of the schools submitting useable questionnaires reported freshmen who participated in forensic contests; 66.42 per cent mentioned

TABLE XLVIII
DISTRIBUTION OF STUDENTS IN FORENSIC ACTIVITIES
REPORTED BY FORENSIC DIRECTORS

	Number of schools reporting by classes					Total		No reply
	0	1-5	6-10	11-15	Over 15	Number	Per cent	
Freshmen	49	141	94	33	43	360	52.55	239
Sophomores	16	183	129	47	80	455	66.42	144
Juniors	2	171	154	92	94	513	74.88	86
Seniors	4	174	138	92	125	533	77.81	66
Totals	71	669	515	264	342	1,861		535
Item omitted by 86 schools -- 12.56 per cent								

sophomores; 74.88 per cent indicated juniors; and 77.81 per cent checked seniors. The schools reporting for each class increased in number from the freshman to the senior level. The reverse was true of the "no response" column, as the least number of failures to respond were at the senior level while a relatively large number did not reply for the freshman participants. Since this was an open-ended question, zero could easily have been written in as a response, therefore, the failure to respond cannot justifiably be treated the same as zero. In fact, zero was used in 7.15 per cent of the replies for freshmen, 2.34 per cent for sophomores, 0.29 per cent for juniors, and 0.58 per cent for seniors. The use of the 6-3-3 school organization plan, no doubt, would be responsible

to some degree for some of the failures to respond that freshmen were included in the forensic program.

Specifically these data have indicated, then, the per cent of students in the forensic program from each class in the schools. But a relevant question usually asked is the total number of students actually taking part in a program. These data are also obtained from Question 5 as the directors were asked to list the total number of participants in their program. The results are shown in Table XLIX. In some cases the total was the only response to the item. Only 4.82 per cent of the respondents failed to reply to this part of the item. And only 0.29 per cent reported zero for the number of participants.

The table shows the greatest number of schools have from 1 to 20 students participating each year in the forensic programs. This number represented 32.11 per cent of the respondents or almost 40 per cent of those who replied to this item. The next largest response was 181 replies, or 26.42 per cent, indicating that the total number of students in their forensic programs was between 21 - 40. Almost one-fourth of the forensic directors indicated that they had 41 to over 60 students in their forensic work. The replies were divided into two groups, 41 - 60 and Over 60, with 11.96 per cent in the first group and 11.82 per cent in the second.

Criteria have not been established for determining the number of students required for a successful forensic program. It does appear significant, however, that 82.6 per cent of all the useable

questionnaires contained answers to this item. From these data, then, it appears that the forensic programs in these schools do reach a sizeable portion of the schools' population.

TABLE XLIX

TOTAL NUMBER OF STUDENTS PARTICIPATING IN FORENSIC PROGRAMS
REPORTED BY FORENSIC DIRECTORS

Class interval for students	Number of schools	Per cent
0	2	.29
1 - 20	220	32.11
21 - 40	181	26.42
41 - 60	82	11.96
Over 60	81	11.82
Total schools	566	82.60
No reply	33	4.82
No reply to Item 5	86	12.56

Closely related to the problem of how many students participate in the program is how many students actually participate in a contest. It is possible for many students to be on the reserve list and still only a relatively few actually participate in the contests, therefore, Questions 6, 8, and 9 were designed to yield data on this matter.

Table L shows the number of students actually participating in contests. It is at once apparent that a comparatively large

number, 20.29 per cent, did not respond to this item. Also, it is revealed that only 5.69 per cent checked "0" indicating that none of those previously indicated as participating in the forensic program actually took part in at least one interschool contest. The greatest number of respondents checked "Over 15," as the number of students actually taking part in at least one interschool contest. This group represented 28.76 per cent of the respondents. The second greatest number, 18.98 per cent, checked "6 - 10." There were 12.26 per cent of the schools that reported their students were in from "11 - 15" contests each year, and 14.01 per cent indicated only "1 - 5" contests. It is apparent that these data indicate a large number of the reporting schools do carry on an extensive program of contests which provide opportunities for many students to participate each year with contestants from other schools.

TABLE L

NUMBER OF STUDENTS PARTICIPATING IN CONTESTS EACH YEAR
REPORTED BY FORENSIC DIRECTORS

Class Interval	Number of schools	Per cent
0	39	5.69
1 - 5	96	14.01
6 - 10	130	18.98
11 - 15	84	12.26
Over 15	197	28.76
Total schools	546	79.70
No response	139	20.29

Do secondary schools participate more frequently in tournaments or in dual meets? How many of each type of contests do the schools enter each year? Data for these two questions are shown in Table LI. This information has been developed from the replies to Questions 8 and 9. The question asked about tournament participation was omitted by 107 schools. The item pertaining to dual or triangular meets was left blank by 187 of the respondents. There is a striking difference noted in the data concerning participation in speech tournaments and the dual and triangular meets for the reporting schools. There were 497 respondents who indicated their schools did participate in tournaments in contrast with 193 directors who listed dual or triangular meets as a part of their schedule. An item comparison shows that 11.82 per cent responded zero for tournaments, and 44.53 per cent checked zero for dual meets; 44.09 per cent indicated "1 - 3" tournaments, and 19.71 per cent "1 - 3" dual contests; 13.43 per cent marked "4 - 6" tournaments, and 6.28 per cent in the same category for dual meets. "Over 6" tournaments a year was checked by 15.04 per cent of the respondents, and 2.18 per cent checked dual meets. It is sufficient to say, in spite of all the charges against the forensic tournaments, the generalizations of these data show that it is still the most common form of contest for the secondary schools.

Evaluation of certain problems in conducting forensic programs. Many broad charges have been pronounced against the

TABLE LI

NUMBER OF TOURNAMENTS AND DUAL MEETS PARTICIPATED IN EACH YEAR
REPORTED BY FORENSIC DIRECTORS

Class interval	Tournaments		Dual Meets	
	Number of schools	Per cent	Number of schools	Per cent
0	81	11.82	305	44.53
1 - 3	302	44.09	135	19.71
4 - 6	92	13.43	43	6.28
Over 6	103	15.04	15	2.18
No response	107	15.62	187	27.30
Totals	685	100.00	685	100.00

interscholastic forensic contests, some of which definitely take the form of pertinent problems to be met by those directly concerned with the activities. To discover whether or not these charges were vital problems, the forensic directors were next asked to rate five of these problems according to the relative difficulty they had experienced in handling these details. A rating scale of from 1 to 5, with "1" indicating the least difficult, and "5" the most difficult, was suggested for the evaluation by the investigator. The summation of returns for this question will be found in Table LII. The item was omitted by 14.16 per cent of the respondents.

From the point of view of the forensic directors replying to this questionnaire, the most difficult problem to handle was the

lack of uniformity in judging. This item was rated "5" by 43.8 per cent of the directors. Emotional reaction to winning and losing was rated "the most difficult to handle" by 9.20 per cent of the respondents. Financial details, and administrative details were thought to be "the most difficult problems to handle" by 12.26 per cent and 7.88 per cent of the forensic directors respectively. The proper supervision of students on trips was a major problem to only 7.45 per cent of the respondents; this small percentage indicates that it was the least difficult problem to handle for this group of forensic directors. The only objection which occurred at all frequently was the problem of judging which is primarily a problem of the speech teacher.

Further, there were 38.11 per cent of the respondents who rated the item, proper supervision of students while on trips, "1", and 15.48 per cent rated it "2". The item receiving the next lowest rating was administrative details. This item was rated as the least difficult by 29 per cent of the directors who returned useable questionnaires. This group of directors placed financial details as the third least difficult problem to handle. The item was marked "1" by 18.25 per cent of the respondents, and "2" by 19.86 per cent, thus making a total of 38 per cent who used the lowest two ratings in the scale to describe the difficulty of handling this problem. This suggests that it may be considered an infrequent problem.

TABLE LII

EVALUATION OF PROBLEMS OF INTERSCHOLASTIC FORENSIC COMPETITION
REPORTED BY FORENSIC DIRECTORS

Problems of interscholastic competition	1 Least diffi- cult to handle Per cent	2 Per cent	3 Per cent	4 Per cent	5 Most diffi- cult to handle Per cent	No re- sponse Per cent
Administrative details	29.05	15.91	17.96	12.70	7.88	2.34
Financial details	18.25	19.86	18.54	14.89	12.26	2.04
Proper supervision of students on trips	38.11	15.48	13.87	7.45	7.45	3.50
Emotional reaction to winning and losing	14.45	20.00	18.25	22.34	9.20	1.61
Lack of uniformity in judging	9.93	9.34	7.59	13.87	43.80	1.31
Item omitted by 97 or 14.16 per cent of respondents						

The general pattern of opinions from these data indicate that "the lack of uniformity in judging" was the only one of the five problems listed in this question which the forensic directors consider to be difficult to handle. The four remaining problems are not of primary concern to these respondents.

Evaluation of the outcomes of participation in forensic activities. As a further evaluation of interscholastic forensic activities, the forensic directors were asked to check the descriptive term which in their opinion was the best description of the

adequacy of intramural competition as compared with interscholastic competition. The descriptive terms used were: "intramural excels interscholastic competition"; "intramural is somewhat better than interscholastic competition"; "both are equal"; "intramural is slightly inferior to interscholastic competition"; and "intramural is definitely inferior to interscholastic competition." The summation of returns for this question are shown in Table LIII. It is significant to note that only 8.91 per cent of the directors omitted this item.

In general, the directors were of the opinion that intramural competition was inferior to interscholastic contests as evidenced by the fact that 58.4 per cent of them checked the two descriptive terms, "intramural is slightly inferior," and also "intramural is definitely inferior to interscholastic competition" as compared with 19.85 per cent who checked "intramural is somewhat better," and "intramural excels interscholastic competition." Only 12.85 per cent of the respondents indicated the two types of forensic work were of equal value.

The replies of those who favored interscholastic competition may be divided between the two top items. "Intramural is slightly inferior to interscholastic competition" was checked by 26.57 per cent of the directors, while 31.82 per cent of them were of the opinion that "intramural is definitely inferior to interscholastic competition."

TABLE LIII

A COMPARISON OF INTRAMURAL WITH INTERSCHOLASTIC COMPETITION
REPORTED BY FORENSIC DIRECTORS

	Number	Per cent
Intramural excels interscholastic competition	65	9.49
Intramural is somewhat better than interscholastic competition	71	10.36
Both are equal	88	12.85
Intramural is slightly inferior to interscholastic competition	182	26.57
Intramural is definitely inferior to interscholastic competition	218	31.82
Totals	624	91.09
No response	61	8.91

Of those who favored intramural over interscholastic programs, there was a slightly smaller margin between those who believed that "intramural excels," and "intramural is somewhat better than interscholastic competition." The percentage for the former was 9.49, and for the latter, 10.36. Forensic directors have clearly stated their opinions in answering this question; they are opposed to substituting intramural activities for interscholastic forensic contests.

To continue the comparison further, a third evaluation item was provided listing ten accepted objectives of high school debating.

The forensic directors were instructed to check all those objectives which, in their opinion, would be developed as fully under a non-competitive as under a competitive interscholastic forensic program. In Table LIV it will be observed that there were 3,471 checks used by the 545 forensic directors who replied to this item, or an average of 347.1 checks for each of the ten items. The question was omitted by 20.43 per cent of the respondents.

There were six items which received less than the average number of checks. These items listed in the order of their deviation from the average and the per cent of respondents checking each one were: "helps students appreciate both sides of the question," 344 or 50.22 per cent; "trains students to evaluate existing problems," 339 or 49.49 per cent; "encourages thoughtful reading," 330 or 48.17 per cent; "provides training in citizenship," 323 or 47.15 per cent; "helps train students in evaluation of evidence," 293 or 42.77 per cent; and "encourages students to evaluate evidence when it is presented," 267 or 38.98 per cent. It is apparent, then, since these six objectives of debating have fewer than the average number of checks for each item, these forensic directors are of the opinion that these items are less fully developed by a noncompetitive program as compared with a competitive interscholastic forensic program. This group of six accepted objectives of debating represent slightly more than one-half of all checks given to this question.

On the other hand, the forensic directors indicated that the remaining four items could be developed under a noncompetitive

TABLE LIV

ACCEPTED OBJECTIVES OF HIGH SCHOOL DEBATING DEVELOPED UNDER
A NONCOMPETITIVE FORENSIC PROGRAM
REPORTED BY FORENSIC DIRECTORS

Objectives of high school debating	Number of times checked	Per cent of di- rectors check- ing each item
Trains students to think for themselves	381	55.61
Trains students to evaluate existing problems	339	49.49
Trains students to express ideas in a clear and coherent manner	370	54.01
Provides training in citizenship	323	47.15
Helps train students in the evaluation of evidence	293	42.77
Provides good library training	427	62.33
Provides training in organizing materials	397	57.96
Encourages thoughtful reading	330	48.17
Encourages students to evaluate evidence when it is presented	267	38.98
Helps students appreciate both sides of a question	344	50.22
Total number of checks	3,471	
No response to the entire item	140	20.43

program of contests. Specifically it was their opinion that for these four items nondecision debates and festivals would make an adequate contribution to the development of high school youth. These objectives and the per cent of respondents marking each, in the order of their deviation from the average are: "trains students to express ideas in a clear and coherent manner," 370 or 54.01 per cent; "trains students to think for themselves," 381 or 55.61 per cent; "provides training in organizing materials," 397 or 57.96 per cent; and "provides good library training," 427 or 62.33 per cent. It is apparent from these data that forensic directors recognized an existing difference between competitive and non-competitive forensic programs. There were six objectives from the list of ten which these directors believed would not be developed as fully without the element of competition as a motivating factor.

In addition to asking the directors to evaluate certain accepted objectives of the interscholastic program, it seemed desirable to learn which specific goals of the interscholastic forensic program would be enumerated if the directors were given the opportunity to write in their conception of such goals. A glance at Table LV shows that 205 or 29.92 per cent of all useable returns failed to yield data for this question. It is apparent, then, that almost one-third of the directors of forensic activities considered the structural questions asked by the investigator relative to the goals of interscholastic forensics as sufficient opportunity to

express their goals in this program. There was also a tendency for the directors to accept the objectives listed in Question 12 on the questionnaire as sufficient to satisfy their needs. There were 35 directors who wrote across the item, "All of the above," or similar statements indicating complete agreement with the goals or objectives stated in Question 12. Replies to this item were received from 480 directors of forensics who listed a total of 1,826 statements of goals or objectives of the forensic program, or an average of 3.8 per cent statements for each school. Table LV offers a complete summary of the returns for this item.

The table represents: first, the number of goals indicated by each respondent, and second, the per cent of respondents who listed this specific statement. For example, the first blank space in the questionnaire was filled in 476 times, or 69.49 per cent of the respondents returning useable questionnaires. The second space was used, or two goals were stated 420 times, or 61.30 per cent of the total; three goals were listed 399 times, or 58.25 per cent of the respondents; and four goals were suggested 313 times, or 45.55 per cent of the directors. Only 218 directors listed five goals which represented 31.82 per cent. There were a few directors who suggested that the questionnaire should have provided space for them to list more goals. It is not known from this investigation how many respondents would have added more goals had more space been provided. The data reveal, however, that only about

TABLE LV
THE GOALS OF THE INTERSCHOLASTIC FORENSIC PROGRAM
REPORTED BY FORENSIC DIRECTORS

Goals	Number	Per cent
Forensic directors listing one goal	476	69.49
Forensic directors listing two goals	420	61.30
Forensic directors listing three goals	399	58.25
Forensic directors listing four goals	313	45.55
Forensic directors listing five goals	218	31.82
Total number of listings	1,826	
Forensic directors omitting the item	205	29.92

one-third of the respondents used the fifth space that was provided. Within the province of this study, it seemed more significant to report only the goals which were listed most frequently, therefore, ten goals were selected from the long list and placed in Table LVI for convenience in analyzing.

That the forensic program provides "stimulating social contacts and experiences," was a goal listed by the greatest number of directors -- 174. The forensic program "encourages independent and clear thinking," was the second highest goal to be tabulated with

159 checks, and "promotes skill in public speaking," was a close third with 158 listings. The least number of listings for any one statement included in the first ten was 74. The statement to receive this comparatively low listing was "the forensic program develops a knowledge and application of contemporary problems."

Many other goals of the interscholastic forensic program were cited in response to this item. A few of those not listed frequently enough to be considered above were: develops cooperation; develops logical thought patterns; develops leadership; develops an appreciation of literature; creates an interest and desire to attain perfection in the activity; good library training; improves study habits; aids in developing self-expression; provides an outlet for superior students; and improves organizational ability.

How reliable for the type of persons responding to this item are these statements of the goals of the interscholastic forensic program? To determine the significance of these statements, the responses were numbered and then tabulated as "odd" and "even" responses to the ten most frequently mentioned goals. These totals were then treated statistically to show the amount of agreement by the rank-difference method of correlation.² These statements yielded

²The rank-difference correlation is explained in detail in Chapter II.

a rho of .985 with a standard error of .012. It is generally

TABLE LVI
THE TEN MOST FREQUENTLY LISTED GOALS OF THE
INTERSCHOLASTIC FORENSIC PROGRAM

Goals	Number of times mentioned
Teaches the values of preparation and competition	100
Provides stimulating social contacts and experiences	174
Develops poise and personality	119
Develops perfection of communicative skills	108
Encourages independent and clear thinking	159
Promotes skill in public speaking	158
Develops good sportsmanship	95
Provides education and training in the democratic processes	147
Teaches students to discriminate intelligently	94
Develops a knowledge and application of contemporary problems	74
Total	1,228

accepted that if the difference exceeds 3 times its S.E., the correlation is said to be significant. Therefore, since the rho as here computed exceeds these limits, it is correct to say that these data as reported are highly reliable.

A further evaluation of the interscholastic contests was developed by using the "Nine Basic Needs of Youth"³ as the basic

³The Basic Needs of Youth have been so generally referred to in modern educational literature that there is little need to document the source. Specifically, these needs were selected from materials supplied by the Illinois Secondary School Curriculum Committee.

criteria by which to measure the success of the program. The directors of forensics were asked to evaluate how much the interscholastic contest program contributed to the development of each of these needs. They were instructed to encircle "0" if the interscholastic contests fail to contribute to the development of the Need; "1" if there is some contribution; and "2" if the forensic contest program makes a major contribution. The item was omitted by 51 or 7.45 per cent of all directors returning useable questionnaires. A complete summary of the data is shown in Table LVII.

From these data, it is at once apparent that the forensic directors who replied to this questionnaire were of the opinion that: (1) developing a strong body and a sound attitude toward it and toward good health practices, and (2) understanding and appreciating the values of family life together with a desire for the ability to improve family living were the Needs of Youth to which

forensic activities made little or no contribution. The percentages of replies indicating "0" for each of these two needs were 45.55 for the first, and 41.46 for the second. There was very little difference noted between the percentages of "0" replies and "1" replies for becoming an effective consumer. There were 37.38 per cent of the directors who were of the opinion that participation in forensic activities did not make a contribution to becoming an effective consumer, while 40.56 per cent indicated that forensic activities did make some contribution toward improving one's ability as a consumer. Only one other of the Basic Needs of Youth received over 20 per cent of the checks in the "0" column. This Need was "becoming occupationally adjusted." It was marked "0" by 23.21 per cent of the directors. It is significant to note, however, that 51.10 per cent of the directors indicated that forensics made some contribution to this Basic Need of Youth. This percentage was more than twice that of the "0" rating.

Furthermore, these data indicate that interscholastic forensic activities, in the opinions of over one-half of the directors replying to this question, do make a major contribution to the following Basic Needs of Youth: "mastering the tools of communication," 61.7 per cent; "developing satisfactory social relationships with other adolescents and adults," 52.56 per cent; and "acquiring knowledge of, practice in, and zeal for democratic processes," 51.98 per cent. In addition, over one-third of the directors checked these Needs: "becoming sensitive to the importance of

TABLE LVII

THE CONTRIBUTION OF INTERSCHOLASTIC CONTESTS TO THE DEVELOPMENT OF THE NINE BASIC NEEDS OF YOUTH
REPORTED BY FORENSIC DIRECTORS

	Interscholastic contest fails to contribute		There is some contribution		The forensic con- test program makes a major contribution		Total	No reply	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
The Basic Needs of Youth									
Mastering the tools of communication	14	2.04	193	28.18	419	61.70	626	91.40	8
Developing a strong body and a sound attitude toward good health practices	312	45.55	257	37.52	41	5.99	610	89.06	24
Developing satisfactory social relationships with other adolescents and adults	26	3.80	246	35.92	360	52.56	632	94.27	2
Understanding and appreciating the values of family life together with a desire for and the ability to improve family living	284	41.46	261	38.11	65	9.49	610	89.06	24
Acquiring knowledge of, prac- tice in, and zeal for dem- ocratic processes	27	3.94	249	36.35	356	51.98	632	94.27	2
Becoming sensitive to the impor- tance of group action in the attainment of social goals	45	6.57	292	42.63	288	42.05	625	91.25	9
Becoming an effective consumer	256	37.38	278	40.56	65	9.50	599	87.45	35
Becoming occupationally adjusted	159	23.21	350	51.10	100	14.60	609	88.91	25
Developing meaning for life	59	8.61	321	46.87	244	35.62	624	90.10	10
Item omitted by 51 or 7.45 per cent of the directors									

group action in the attainment of social goals and proficiency in the skills involved in such action," and "developing meaning for life" as Needs benefitting from the forensic contest program.

Moreover, a large number of these directors indicated that interscholastic contests did make some contribution to four of the Basic Needs of Youth. These four items and the percentage of replies for each were: namely, "becoming occupationally adjusted," 51.10 per cent; "developing meaning for life," 46.87 per cent; "becoming an effective consumer," 40.56 per cent; and "becoming sensitive to the importance of group action in the attainment of social goals and proficiency in the skills involved in such action," 42.63 per cent.

It is a striking fact that from this list of the Basic Needs of Youth, only one is not judged to be developed through forensic contests, and that one is "developing a strong body and a sound attitude toward it and toward good health practices." Even by combining the number of checks for "some contribution" and "a major contribution," the negative total is still greater. The remaining eight Needs, as the data reveal, do receive some valuable contribution from interscholastic contests.

The final evaluation of forensic activities was intended to give the directors an opportunity to indicate the relative importance of the various activities usually engaged in during interscholastic competition in the development of youth. For each of the activities, the directors were to indicate, "very important,"

"important," "of some importance," "of little importance," or "of no importance" regarding its contribution for youth. The results are compiled in Table LVIII. There were only 22 directors who failed to respond to this item, a number representing 3.21 per cent of the useable returns.

That the directors of forensics spread their responses over the entire rating scale is evidenced by the fact that all five divisions were used to some extent. It was to be expected that relatively few responses would be found in the "of no importance" column. Altogether there were only 50 responses in this area, or an average of 6.25 checks for each of the eight activities listed. Humorous declamation and oratorical declamation received the greatest number of marks in the "of no importance" column, 11 and 14 respectively. Radio announcing and poetry reading received 9 and 8 marks in the "of no importance" category, in that order. Original oratory and extempore speaking were the only activities not to be rated as low as "of no importance" by any director.

It was found that the contest activities receiving the greatest number of checks in the two columns, "important" and "very important," were: extempore speaking, original oratory, and debate. In the order named, these activities received 90, 78, and 70 per cent of the votes of the forensic directors in these two categories. These ratings support the opinion frequently expressed in current literature⁴ that more interest is to be

TABLE LVIII

THE IMPORTANCE OF DIFFERENT FORENSIC ACTIVITIES TO THE DEVELOPMENT OF YOUTH
REPORTED BY FORENSIC DIRECTORS

Activity	Very important		Important		Of some importance		Of little importance		Of no importance		No response	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Debate	245	35.77	236	34.46	133	19.42	29	4.23	2	.29	18	2.63
Humorous declamation	18	2.63	159	23.21	364	53.14	103	15.04	11	1.61	8	1.17
Dramatic declamation	26	3.80	196	28.62	346	50.52	82	11.97	6	.87	7	1.02
Oratorical declamation	59	8.65	215	31.39	273	39.86	88	12.85	14	2.04	13	1.90
Original oratory	277	40.44	263	38.40	97	14.16	16	2.34	0	0.00	10	1.46
Extempore speaking	479	69.93	146	21.32	27	3.94	4	.58	0	0.00	7	1.02
Poetry reading	57	8.32	226	32.27	276	40.30	85	12.41	8	1.17	16	2.34
Radio announcing	87	12.70	252	36.79	241	35.19	59	8.61	9	1.31	15	2.19

Item omitted by 22 or 3.21 per cent of all respondents

⁴See the review of literature in Chapter I.

found in and more good derived from the participation in speaking events that require the participant to prepare his own materials than in speaking activities in which the student can memorize and interpret prepared selections.

One cannot measure precisely the significance of the contribution that participation in these events does have on the development of the many traits of character of the youth of today. But these data indicate that the directors were of the opinion that all of these activities do make a contribution "of some importance" to the development of youth, as in no case was a greater number of the answers below than above the middle value. Events calling for original preparation were rated as "very important" by from 12.70 per cent for radio speaking to 69.93 per cent for extempore speaking. Those activities commonly classed as interpretative, were rated "very important" by less than 10 per cent of the directors in every case. In generalizing these data, however, it would not be justifiable to say that any of these events should be eliminated from the regular interscholastic contest programs.

To show the relationship of the replies of forensic directors from schools of different sizes to these contests, the data were tabulated according to the size of the schools. A quantitative score for each activity was then derived by weighting each category

from "0" to "5." The no response was given a "0"; of no importance "1"; of little importance "2"; of some importance "3"; important "4"; and very important "5." The data are shown in Table LIX. The percentage of replies for each category in each activity was then multiplied by its corresponding weight to derive the quantitative score. The quantitative totals show that the large schools rated extempore speaking, debate, and original oratory higher than the interpretative sections. This trend continued on through radio announcing and poetry reading. The older forms of declamation were not rated as high as the previously mentioned activities by the forensic directors of the large schools, however, the small schools reversed this order to a great extent. Extempore speaking and original oratory rated first and second with the small school forensic directors, but oratorical declamation was ranked third, ahead of debate. It is interesting to note that even in the small schools, it was the opinion of the forensic directors that dramatic and humorous declamation made the least contribution to the development of youth.

Exploring the topic further, a chi square contingency table was prepared from these data. The use of this statistical device revealed that these percentages were significant to the 1 per cent level. Therefore, it can be said that the hypothesis of no significant difference among these categories may be rejected with great assurance that these data would not occur by chance more than once in 100 cases.

TABLE XIX

SUMMARY OF THE EVALUATION OF USUAL CONFIDENT ACTIVITY AS REPORTED BY PUPILS IN GRADES 1-12 IN QUANTITATIVE SCORES

Forensic Activities	Very important			Important			Of some importance			Of little importance			Of no importance			No response			Quantitative scores		
	Over 1000	Under 250	Over 1000	Over 1000	Under 250	Over 1000	Over 1000	Under 250	Over 1000	Over 1000	Under 250	Over 1000	Over 1000	Under 250	Over 1000	Over 1000	Under 250	Over 1000	Over 1000	Under 250	Under 250
Debate	252.50	195.50	138.75	124.40	132.04	155.40	38.70	63.25	63.42	6.10	8.32	8.80	0.00	0.32	0.44	0.00	0.00	0.00	422.00	404.43	377.01
Humorous declamation	10.50	12.80	15.40	94.40	107.68	82.80	164.40	171.54	177.09	25.80	30.76	28.18	1.00	0.96	1.76	0.00	0.00	0.00	296.10	323.74	305.23
Dramatic declamation	26.50	17.60	17.60	107.20	120.48	114.52	157.80	157.68	158.22	23.69	26.92	21.14	1.00	0.00	1.32	0.00	0.00	0.00	316.10	321.68	312.80
Oratorical declamation	32.00	46.44	55.05	128.80	125.64	126.84	125.70	111.33	108.36	25.80	21.14	35.60	2.10	1.60	1.76	0.00	0.00	0.00	314.40	335.95	387.61
Original oratory	231.00	203.50	213.65	120.40	174.16	132.12	48.30	25.33	52.10	6.10	3.84	6.16	0.00	0.00	0.00	0.00	0.00	0.00	406.10	422.53	434.03
Extempore speaking	419.00	368.55	337.00	55.60	88.44	93.36	6.30	10.56	19.80	0.00	0.00	3.52	0.00	0.00	0.00	0.00	0.00	0.00	480.90	467.55	453.68
Poetry reading	43.00	57.65	28.60	128.80	126.92	132.12	129.00	121.44	110.07	21.40	27.56	24.66	3.20	0.96	0.44	0.00	0.00	0.00	325.40	331.13	325.89
Radio announcing	59.00	76.90	57.25	180.40	139.72	134.28	104.20	110.55	116.20	6.00	19.22	13.20	1.00	1.28	1.32	0.00	0.00	0.00	355.20	347.67	346.63

Briefly, the data on the preceding pages indicate that, in general, the forensic directors are more favorable to competitive contests than the administrators. The directors do not believe the intramural programs can be offered as an adequate substitute for the interscholastic forensic contests. Furthermore, they are willing to defend the forensic program in terms of the Nine Basic Needs of Youth. Finally, there is no evidence from these data to indicate the removal of any of the usual contest activities. It is true that the original speaking events are held in higher regard than the traditional declamation activities.

A willingness to participate further with the study. In preparing the research prospectus, it was planned to investigate four groups of people who should have opinions concerning forensic contests at the secondary school level. Two of these groups could be reached without difficulty by addressing their mail to the high school. However, a more specific address was desired to reach students and alumni, hence it was decided to ask the forensic directors to indicate their willingness to circulate questionnaires to these two remaining groups. Question 16 asked "yes" or "no" concerning the willingness of the forensic directors to pass out questionnaires to their high school forensic students, while Question 17 provided the same categories for responding to the question of writing to alumni, urging them to fill in the questionnaires on this problem. The response to both items was relatively

good, as is shown in Table LX. Only 13.87 per cent of the directors failed to respond to Item 16 and 22.63 per cent to Item 17. The latter item was the more bothersome since it required the writing of letters or calling on the alumni in person to request them to fill in the questionnaire.

From this table it is readily observed that almost 65 per cent of the directors were willing to ask their students to fill in the questionnaires dealing with participation in forensic contests, while approximately 46 per cent were willing to contact alumni for the same purpose. The directors who did not wish to cooperate constituted 21 per cent in the first category and 31.5 per cent in the second.

TABLE LX

FORENSIC DIRECTORS WILLING TO ASSIST FURTHER WITH THE STUDY

Question	"Yes"		"No"		No reply	
	Number	Per cent	Number	Per cent	Number	Per cent
Distribute questionnaires to students actively engaged in forensic competition	444	64.82	146	21.31	95	13.87
Distribute questionnaires to alumni not now in college	314	45.84	216	31.53	155	22.63

It should be noted that some directors offered reasons such as, "first year in this position," "leaving position at end of year,"

"activity so new that no lists available," and "too late in the year," for not cooperating further with the study. These data indicated, however, that a large number of high school students and alumni could be reached in this manner, which offered some assurance that a fair return might be expected.

In summary, certain generalizations of these data are apparent. The majority of forensic directors taught speech in some form as a part of their class schedule; however, the interscholastic forensic program was generally conducted as an extra-class activity. Classes of the forensic directors were taken over by substitute teachers or by other teachers while the directors were attending contests. It was found that more juniors and seniors participated in forensic activities than sophomores and freshmen. The number of students participating in forensic programs varied, but these data indicated that "over 15" usually participated in contests from each school. The tournament was the most common form of competition reported. Since almost one-half of the directors indicated their schools participated in from "1 - 3" tournaments, it may be assumed the tournaments were those conducted by the State Activities Association.

The forensic directors held essentially the same convictions as the administrators concerning "administrative details," "financial details," "supervision of students while on trips," "emotional reaction to winning and losing," and "lack of uniformity in judging." The problem of judging was the only one rated "most difficult to

handle," by more than one-third of the forensic directors. The directors agreed 2 to 1 that the intramural programs would not be an adequate substitute for the interscholastic program. They were about equally divided concerning the development of accepted objectives of debating under a noncompetitive forensic program. The desire to win was apparently believed to be a desirable motivating factor in contest programs. The directors did not respond as freely as was expected when asked to indicate their conception of the goals of debating; there were only 70 per cent who listed 1 goal and only 58 who listed as many as 3 goals. There were 35 directors, however, who were willing to accept all the goals listed in Question 12 in the questionnaire.

The data revealed that forensic activities make at least "some contribution" to most of the Basic Needs of Youth. The contest activities used today apparently offer sufficient values to youth that the forensic directors do not desire to eliminate any one of them from their programs. Original speaking experiences ranked the highest in all size schools reporting.

A fairly large number of forensic directors were willing to assist with the study by distributing questionnaires to students and alumni.

Moreover, the data provided by the forensic directors were found to be highly reliable statistically. This was determined by applying chi square to some and a rank-difference correlation to others.

CHAPTER VI

AN EVALUATION OF DATA SUBMITTED BY HIGH SCHOOL STUDENTS AND ALUMNI

The identification items for both the students and the alumni were discussed in detail in Chapter III. Therefore, this chapter will be concerned with the analysis of the data submitted by these two groups to the first seven items on the questionnaire.

An evaluation of forensic activities by the students. The first item on the questionnaire provided the students an opportunity to evaluate ten frequently enumerated objectives of high school debating in terms of interscholastic and intramural activities. They were asked to check the items they believed to be fulfilled by interscholastic competition in forensic contests, and to place a cross in front of all items they had observed to be developed through an intramural forensic program. The results have been compiled in Tables LXI and LXII.

The three declared objectives of high school debating which were checked by over 60 per cent of the students as being fulfilled by interscholastic competition were these: "trains students to think for themselves," 69.77 per cent; "encourages students to evaluate evidence when it is presented," 65.12 per cent; and "trains students to express ideas in a clear and coherent manner," 63.95 per cent. Four more items were checked by over 55 per cent of the students as being developed by interscholastic competition. These

objectives were: "helps students appreciate both sides of the question," 58.14 per cent; "helps train students in the evaluation of evidence," 58.14 per cent; "trains students to evaluate existing problems," 56.96 per cent; and "encourages thoughtful reading," 55.81 per cent. Thus, the seven items checked by over 55 per cent of the respondents as being developed by interscholastic contests dealt with improved speaking ability and the analysis of problems and evidence. One of the three remaining objectives, "provides training in organizing materials," was checked by 52.33 per cent of the students. Generally, this objective is considered an important fundamental of effective speaking. And more than one-half of the students reported this objective to be developed through interscholastic competition. The two remaining items were thought by less than 50 per cent of the students to be developed through interscholastic competition in forensic activities. These items were: "provides training in citizenship," 47.67 per cent, and "provides good library training," 36.05 per cent. Therefore, according to these findings, these students are generally of the opinion that interscholastic contests do contribute to the development of the basic fundamentals of good speaking because they are encouraged to think for themselves, they learn how to analyze problems, and they become thoughtful readers. Relatively fewer students credit interscholastic contests for "training in citizenship," or as a means of "providing good library training."

TABLE LXI

EVALUATION OF OBJECTIVES OF HIGH SCHOOL DEBATING AS FULFILLED
BY INTERSCHOLASTIC COMPETITION REPORTED BY STUDENTS

Objectives	Number	Per cent	Rank
Trains students to think for themselves	120	69.77	1
Trains students to evaluate existing problems	98	56.96	6
Trains students to express ideas in a clear and coherent manner	110	63.95	3
Provides training in citizenship	82	47.67	9
Helps train students in the evaluation of evidence	100	58.14	4.5
Provides good library training	62	36.05	10
Provides training in organizing material	90	52.33	8
Encourages thoughtful reading	96	55.81	7
Encourages students to evaluate evidence when it is presented	112	65.12	2
Helps students appreciate both sides of a question	100	58.14	4.5
Total	970		
No reply to item	35	20.49	

The first impression to be had from Table LXII is that a comparatively large number of students did not answer the item. There is no clear reason apparent for 45.35 per cent of the students failing to respond to this item.

Those students who evaluated these objectives in terms of the contribution made by intramural programs were of the opinion that this type of program made its greatest contribution by "providing training in the organization of materials." This objective was checked by 37.21 per cent of the students. The next most frequently checked item, 36.05 per cent, was "encourages thoughtful reading," while the third in rank was "trains students to express ideas in a clear and coherent manner," 34.30 per cent. The rank-order of these three items in terms of interscholastic activities was eighth, seventh, and third respectively.

It is interesting to note that the objective of high school debating upon which more students were in agreement could be developed equally as well by interscholastic and intramural programs was the item, "trains students to express ideas in a clear and coherent manner." Other items for which there were close agreement, within one rank-difference, were: "trains students to evaluate existing problems"; "provides training in citizenship"; and "helps students appreciate both sides of a question." Items with extreme differences, "provides good library training," rated a tenth in interscholastic competition and fourth in intramural, while the item "encourages students to evaluate evidence when it is presented,"

TABLE LXII

EVALUATION OF OBJECTIVES OF HIGH SCHOOL DEBATING AS FULFILLED
BY INTRAMURAL PROGRAMS REPORTED BY STUDENTS

Objectives	Number	Per cent	Rank
Trains students to think for themselves	54	31.40	5
Trains students to evaluate existing problems	52	30.23	7
Trains students to express ideas in a clear and coherent manner	59	34.30	3
Provides training in citizenship	36	20.93	10
Helps train students in the evaluation of evidence	51	29.65	8
Provides good library training	58	33.72	4
Provides training in organizing material	64	37.21	1
Encourages thoughtful reading	62	36.05	2
Encourages students to evaluate evidence when it is presented	44	25.58	9
Helps students appreciate both sides of a question	53	30.81	6
Total	533		
No reply to item	78	45.35	

was second in the interscholastic evaluation, and ninth in the intramural.

By applying the statistical formula for obtaining a Spearman's rank-difference correlation, rho was found to be $-.161$. These data, therefore, indicate a negative correlation between the responses of the students on the contribution made to a given set of objectives by interscholastic and intramural programs of participation.

An evaluation of the values of contest participation by students. The students were asked to evaluate the usual speaking contests on a four-point scale of "extremely valuable," "valuable," "of little value," and "of no value." They were instructed to omit the activities in which they had had no actual experience. These data are recorded in Table LXIII. It will be noted that some students failed to respond to every item in the list. Radio speaking and interpretative reading were omitted by the greatest number of respondents.

Broadly speaking, many students in our schools today consider debate to be of vital importance in their scholastic experiences. This assumption is substantiated by the fact that debate was evaluated by 75 per cent of all the respondents. This item represented the largest response of all the other activities in this question. Of this group, 75.97 per cent indicated their participation in this event had been "extremely valuable," and 23.26 per cent rated it a "valuable experience." Only 0.77 per cent answered that they

had received "little value" from participating in debate.

Apparently a smaller number of students had participated in extempore speaking than had participated in debate as the data revealed only 57.56 per cent of the replies were checked for the first named activity. Extempore speaking was checked as an "extremely valuable" experience by 59.60 per cent; "a valuable experience" by 37.37 per cent; and "of little value" by 3.03 per cent of the respondents.

Closely following extempore speaking in the number of replies received was original oratory, with 53.49 per cent of the students checking this item. Of those who evaluated this activity, a slightly larger number, 46.74 per cent, rated it to be a "valuable experience" than those who responded to the "extremely valuable" rating. There were 43.48 per cent of the respondents who checked this category. "Of little value" was checked by 9.78 per cent of the students.

The first three activities in the list were those commonly classified as original speaking events in contrast with those requiring the participants to memorize a selection, or to read from manuscript the materials they wished to present. By observing the table, it will be noted there were no responses to indicate that the students felt their participation in any of these three original speaking types of contests was "of no value" to them. A small percentage of the students checked this category for the other three types of contests.

TABLE LXIII
EVALUATION OF CONTEST SPEAKING ACTIVITIES
REPORTED BY STUDENTS

Activity	Extremely valuable		Valuable		Of little value		Of no value		Totals		No reply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	
Debate	98	75.97	30	23.26	1	.77	0	0.00	129	75.00	43
Extempore speaking	59	59.60	37	37.37	3	3.03	0	0.00	99	57.56	73
Original oratory	40	43.48	43	46.74	9	9.78	0	0.00	92	53.49	80
Declama- tion	27	27.27	46	46.46	22	22.22	4	4.04	99	57.56	73
Interpre- tation	19	22.35	42	49.41	17	20.00	7	8.23	85	49.42	87
Radio speaking	22	26.51	41	49.40	19	22.89	1	1.20	83	48.26	89

The high school students apparently were of the opinion that declamation, interpretative reading, and radio speaking were of about equal value to them. The three activities were rated "valuable" by 46.46 per cent, 49.41 per cent, and 49.40 per cent, in the order named. In the case of declamation, there were more -- 27.27 per cent -- who rated this activity "extremely valuable" than those who rated it "of little value," 22.22 per cent. Interpretative reading and radio speaking were both considered to be "extremely valuable" by slightly more than rated these activities to be "of little value." The margin of difference was from 2 per cent to 4 per cent respectively. Interpretation was rated "of no value" by 8.23 per cent, declamation by 4.04 per cent, and radio speaking by 1.20 per cent of the respondents.

The conclusion may be drawn from these findings, therefore, that high school students, in general, are of the opinion that participation in these contest speaking activities does contribute something of value to their general education. That they apparently tried to judge these activities in an objective manner is evidenced by the use of all categories in the rating scale.

In an effort to discover why high school students enter forensic contests, a question was designed containing five possible sources of influence for the students to check. They were asked to check the most important influence which caused them to enter forensic activities. The results are presented in Table LXIV.

First of all, it is readily observed that more than one item was checked by many of the students which accounts for the total number of responses exceeding the number of questionnaires received. "A recognition of the values to be gained from such participation" was checked more frequently than any other item. A total of 70.93 per cent of the respondents checked this item, and some added comments to emphasize their selection. The next most frequently checked factor was "personal urging of the speech director." This item was chosen by 22.67 per cent of the students. "Competitive school spirit" was checked by 19.18 per cent of the respondents, which placed it third in the group of five factors. "Family tradition" and "guidance of the school administrator" were equally important to 5.12 per cent of the respondents. These two items were checked the least number of times of all five factors.

Finally, the broad term, "others," was included to allow additional response from those who felt that the five factors did not include the real inducement responsible for their choosing to enter forensic contests. There were approximately 7 per cent of the students who found it necessary to use this space on the questionnaire. A few of the "other" factors mentioned by the students were: enjoyment of speaking, extra credit, membership in honorary societies, and a desire to get into some activity. From these data, it is apparent that "a recognition of the values to be gained from such participation" was definitely reported as the most influential factor in causing students to enter forensic

TABLE LXIV
FACTORS INFLUENCING ENTRY INTO CONTESTS AS REPORTED BY STUDENTS

Factors	Number	Per cent
Family tradition	9	5.12
Personal urging of the speech director	39	22.67
Guidance of the school administrator	9	5.12
A recognition of the values to be gained from such participation	122	70.93
Competitive school spirit	33	19.18
Other factors	12	6.98
Total	224	

contests. It is a striking fact that this item was checked more than three times as often as any other one item.

The fourth question to which the students were asked to respond was the one which asked, "How has participation in speech contests contributed to your general education?" They were instructed to use a check mark if the contribution came from participation in interscholastic contests, and a cross if the contribution came from participation in intramural activities. Table LXV offers the results to this question. In order to prevent the check list from becoming unmanageable, six items were suggested for the students to answer.

Three items from the list were checked frequently in favor of interscholastic competition. These items were: "improved speaking ability," 77.33 per cent; "ability to think for yourself," 76.74 per cent; and "ability to get along with others," 60.47 per cent. These same three items were rated in the same order for intramural activities. The percentage of responses for each in the order named were: 36.63 per cent; 31.40 per cent; and 23.84 per cent. Thus, while a smaller number of students checked the items as being developed through intramural activities, they did, however, indicate that this type of activity offered about the same comparative advantages as did interscholastic contests.

Identically the same number, 23.84 per cent, were of the opinion that intramural activities made a contribution to their general educational background through "improved scholarship," and through the "ability to get along with others." For the interscholastic contests, "improved scholarship" was checked by 25 per cent, while "ability to get along with others," was rated by 60.47 per cent of the students. Since the "ability to get along with others" is one major objective of secondary education, these students have indicated that interscholastic contests have a definite place in the educational program.

There were 37.79 per cent of the respondents who were of the opinion that participation in interscholastic contests added to their "appreciation of leadership," while only 20.35 per cent of the students checked the same item under intramural activities.

TABLE LXV

CONTRIBUTION OF INTERSCHOLASTIC SPEECH CONTESTS TO GENERAL
EDUCATION REPORTED BY STUDENTS

	INTERSCHOLASTIC				INTRAMURAL			
	Num- ber	Per cent	No reply	Per cent	Num- ber	Per cent	No reply	Per cent
Improved speaking ability	133	77.33	39	22.67	63	36.63	109	63.37
Improved scholarship	43	25.00	129	75.00	41	23.84	131	76.16
An appreciation of leadership	65	37.79	107	62.21	35	20.35	137	79.65
Created a desire to remain in school	40	23.26	132	76.74	21	12.21	151	87.79
Ability to think for yourself	132	76.74	40	23.26	54	31.40	118	68.60
Ability to get along with others	104	60.47	68	39.53	41	23.84	131	76.16

These data indicate, then, that these students are aware of a difference between interscholastic and intramural contests in this one area.

Finally, a "desire to remain in school" was believed to be strengthened by participation in interscholastic forensic contests by 23.26 per cent of the respondents, while only 12.21 per cent indicated that intramural activities made a contribution in this area of concern.

In all but one of these six suggested contributions of interscholastic contests to general education, the students indicated

the greatest contributions were realized from interscholastic contests. These data are consistent with those recorded for the other comparative items in the questionnaire.

To explore this area still further, the students were asked their opinions concerning the abolition of forensic contests, and further, if they were in favor of abolishing these contests, which of two proposals would they recommend to be used in place of interscholastic competition. The responses for this item are shown in Table LXVI.

It is a striking fact that only 3 students recommended that the present system should be abolished in contrast with 168 students who answered in favor of retaining interscholastic competition. This overwhelming majority who answered in favor of retaining the present system resulted in Item 6 being answered by only 3 students.

TABLE LXVI
SHOULD INTERSCHOLASTIC CONTESTS BE ABOLISHED
AS REPORTED BY STUDENTS

	Number	Per cent
Students in favor of abolishing contests	3	1.74
Students opposed to abolishing contests	168	97.67

Evaluation of the problems in conducting forensic programs
by students. The students were then given the opportunity to

evaluate eight of the commonly referred to undesirable characteristics of interscholastic contests by indicating if they considered these characteristics to be, (1) a major problem; (2) a problem; or (3) of little or no importance. The responses to this question are shown in Table LXVII. The percentage of students checking each item ranged from 84.88 per cent to 94.77 per cent of all those who returned questionnaires.

Two of the undesirable characteristics were checked "a major problem" by many of the students. These items were: too much emphasis placed on winning, 30.81 per cent; and too few students participate, 34.88 per cent. Both of these characteristics were also checked "a problem" more frequently than "of no importance." It is clearly shown from these data that these students recognize the problems associated with interscholastic competition, and their opinions are in harmony with those of the administrators and forensic directors.

There were five items that were not only marked most often as "of little or no importance," but the number marking them constituted a large number of all responses. These items and their percentages were: there is too much duplication of contests, 68.60 per cent; teachers tend to dominate the activity, 36.27 per cent; too expensive, 63.37 per cent; the organizations are dominated by outside interests, 63.37 per cent; and competition as a motivating factor is undesirable, 61.05 per cent. It is clearly evident these students do not deny the possibility of the existence of problems. But they

TABLE LXVII

EVALUATION OF UNDESIRABLE CHARACTERISTICS OF INTERSCHOLASTIC
CONTESTS REPORTED BY STUDENTS

Undesirable characteristics	A major problem		A problem		Of little or no im- portance		Total	
	Num- ber	Per cent	Num ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Too much emphasis placed on winning	53	30.81	51	29.65	49	28.49	153	88.95
Teachers tend to dominate the activity	13	7.56	26	15.12	114	66.27	153	88.95
Too few students participate	60	34.88	56	32.56	41	23.84	157	91.28
Poor judging	44	25.58	61	35.47	50	29.01	155	90.12
Too expensive	8	4.65	38	22.09	109	63.37	155	90.12
There is too much duplication of contests	11	6.40	34	19.77	118	68.60	163	94.77
The organizations are dominated by outside interests	15	8.72	27	15.70	109	63.37	151	87.79
Competition as a motivating factor is undesirable	18	10.47	23	13.37	105	61.05	146	84.38

consider the problems to be "of little or no importance." Their opinions seem to be quite strongly established as shown by these percentages.

Poor judging was checked most frequently as "a problem." The percentages in this case were: "a problem," 35.47 per cent; "of little or no importance," 29.01 per cent; and "a major problem," 25.58 per cent.

Generally speaking, most of the frequently referred to undesirable characteristics of interscholastic forensic contests are "of little or no importance," in the opinions of these students who have participated in forensic contests.

The forensic students were of the opinion that intramural programs contributed less than interscholastic contests to the objectives of debating and to their general educational background. Furthermore, they do not believe the interscholastic contests should be abolished. The lack of an extensive use of the intramural program is indicated by the failure of more than one-half of the student respondents to evaluate this activity.

An evaluation of the alumni replies to the questionnaire. It has been previously explained that the attitudes and opinions of alumni regarding their participation in forensic activities is of vital interest to this study because they have had the opportunity to test these values in terms of life situations. They have held positions, they have made social contacts, and many have served as

leaders in their communities. Accordingly, it was necessary to delimit the selection of alumni to those who had participated in forensic activities during their high school years. The investigator was of the opinion that a larger response could be obtained by working through the directors of forensic activities in the participating schools. The total number of questionnaires mailed to the directors and the number of responses received are shown in Table X, page 72, in Chapter III. The other identification items were discussed in Chapter III. Tables LXVIII to LXXIV offer the summaries of the responses from the alumni.

An evaluation of forensic activities by alumni. A list of "declared objectives of high school debating" was the first item to be answered on the questionnaire. It employed the dual marking system which allowed the respondents to check the same group of objectives for two different activities, interscholastic and intramural. They were instructed to check all those objectives which they personally had found to be fulfilled in competition with other schools, and to use a cross if the objective had been developed through participation in intramural activities. There were ten objectives listed for evaluation. There were 14 alumni who did not evaluate these objectives in terms of interscholastic activities. Also, there were 29 alumni who failed to place any marks on the answer sheet. A summary of the results is shown in Tables LXVIII and LXIX.

It must be noted that over 50 per cent of the respondents checked every objective as being developed through competition with

other schools, but that no one objective was checked by more than 71 per cent of them. On the contrary, no more than approximately 45 per cent of the respondents checked any one item as being developed through intramural activities, and the percentages dropped as low as 27 per cent.

Moreover, the alumni indicated that competition contributed most of all to the "training of students to express ideas in a clear and coherent manner." This item was checked by 71.23 per cent of all respondents. The same objective was checked to be developed through intramural activities by 41.10 per cent of those responding. "Trains students to think for themselves," was ranked second for interscholastic contests, and fifth for intramural programs. This shows considerable, but not the greatest difference, in opinion for these two types of activities. An equal percentage of the alumni recorded that, in their opinions, the items "helps train students in the evaluation of evidence," and "helps students appreciate both sides of a question," were objectives developed through competition with other schools. These items were rated fifth and seventh, respectively, for intramural activities.

A few alumni answered that the two objectives, "encourages thoughtful reading," and "provides good library training," were developed through interscholastic contests. The small number of respondents rating these two objectives placed them ninth and tenth on the list, while from the point of view of intramural programs, the items were rated fourth and second respectively. The item, "encourages

TABLE LXVIII

EVALUATION OF OBJECTIVES OF HIGH SCHOOL DEBATING
AS FULFILLED BY INTERSCHOLASTIC COMPETITION
AS REPORTED BY ALUMNI

Objectives	Number	Per cent	No reply	
			Number	Per cent
Trains students to think for themselves	50	68.49	23	31.51
Trains students to evaluate existing problems	44	60.27	29	39.73
Trains students to express ideas in a clear and coherent manner	52	71.23	21	28.77
Provides training in citizenship	42	57.53	31	42.47
Helps train students in the evaluation of evidence	49	67.12	24	32.88
Provides good library training	37	50.68	36	49.32
Provides training in organizing material	46	63.01	27	36.99
Encourages thoughtful reading	40	54.79	33	45.21
Encourages students to evaluate evidence when it is presented	48	65.75	25	34.25
Helps students appreciate both sides of a question	49	67.12	24	32.88
Totals	457		272	

TABLE LXIX
EVALUATION OF OBJECTIVES OF HIGH SCHOOL DEBATING
AS FULFILLED BY INTRAMURAL PROGRAMS
AS REPORTED BY ALUMNI

Objectives	Number	Per cent	No reply	
			Number	Per cent
Trains students to think for themselves	27	36.99	46	63.01
Trains students to evaluate existing problems	24	32.88	49	67.12
Trains students to express ideas in a clear and coherent manner	30	41.10	43	58.90
Provides training in citizenship	20	27.40	53	72.60
Helps train students in the evaluation of evidence	27	36.99	46	63.01
Provides good library training	31	42.47	42	57.53
Provides training in organizing material	32	43.84	41	56.16
Encourages thoughtful reading	29	39.73	44	60.27
Encourages students to evaluate evidence when it is presented	25	34.25	48	65.75
Helps students appreciate both sides of a question	26	35.62	47	64.38
Totals	271		459	

thoughtful reading," was checked by 54.79 per cent of the respondents in the field of interscholastic contests, and by 39.73 per cent for the intramural programs. "Good library training" was checked by 50.68 per cent in favor of contests with other schools, while 42.47 per cent of the respondents indicated intramural programs for their choice.

It is apparent that these data show quite a degree of variation of opinion by the alumni. A rank-difference correlation of these data on interscholastic and intramural activities produced a rho of .009 which indicates a near zero correlation. It should be recalled that the student responses to this question produced a rho of $-.161$. This difference would indicate, then, that there does exist a difference of opinion between these two groups concerning the development of these objectives through interscholastic and intramural programs.

An evaluation of the values of contest participation by alumni. Listed next on the questionnaire were the six commonly used speaking events for forensic contests. The alumni were requested to indicate the degree of value they had derived from participation in these events by checking a four-point rating scale. The scale consisted of the following ratings: "extremely valuable," "valuable," "of little value," and "of no value." The grouping of the various events under the broad term, declamation, was for the sake of reducing the length of the item. These data are summarized in Table LXX.

At a glance, this table shows the percentage of replies for each of the activities to be quite high. Extempore speaking was evaluated by 80.82 per cent; debate by 73.97 per cent; declamation by 69.86 per cent; interpretative reading by 69.86 per cent; original oratory by 64.38 per cent; and radio speaking by 57.53 per cent. Declamation was the only speaking event to be checked "of no value," and this answer was given by only 2 respondents. These data are indicative, then, that the alumni participating in this study were of the opinion that all six of the contest activities do provide something of value to them.

Extempore speaking was rated "extremely valuable" by 57.53 per cent, and debate by 46.57 per cent of the respondents. The remaining items were considered "extremely valuable" by less than 30 per cent of the alumni. However, these same items were rated as "valuable" by from 31.51 to 36.98 per cent of the respondents, thereby bringing the combined ratings of "valuable," and "extremely valuable," to from 45 to 58 per cent of the respondents in each case. Debate and extempore speaking were rated "valuable" by 24.66 per cent and 20.55 per cent, respectively.

It is noteworthy that the alumni who returned the questionnaires did not report any of these speaking activities to be of so "little value" that they would recommend them to be discontinued. The alumni might have a preference as to the most valuable experiences, but it is doubtful if they would recommend that present day students be denied the privilege of participating in these events.

TABLE LXX

EVALUATION OF CONTENT SPEAKING ACTIVITIES REPORTED BY ALUMNI

Activity	Extremely valuable			Valuable			Of little value			Of no value			Responding			Totals		
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Debate	34	46.57	18	24.66	2	2.74	0	0.00	54	73.97	19	26.03						
Extempore speaking	42	57.53	15	20.55	2	2.74	0	0.00	59	80.82	14	19.18						
Original oratory	16	21.92	27	36.98	4	5.48	0	0.00	47	64.38	26	35.62						
Declamation	9	12.33	24	32.87	16	21.92	2	2.74	51	69.86	22	30.14						
Interpretative reading	20	27.39	23	31.51	8	10.96	0	0.00	51	69.86	22	30.14						
Radio speaking	13	17.81	23	31.51	6	8.22	0	0.00	42	57.53	31	42.47						

The same list of factors which frequently encourages students to enter contests was submitted to the alumni for evaluation. While they were instructed to mark the most important influence which caused them to enter forensic contests, no responses were discarded because more than one item had been checked. There were 112 checks tabulated from the 73 returned questionnaires, as may be readily noted in Table LXXI.

"A recognition of values to be gained from such participation," and "personal urging of the speech director," were checked by 52.05 per cent and 26.03 per cent respectively. These two items were also checked the most frequently by the students in filling in their questionnaires. "Competitive school spirit" was ranked higher by the alumni than by the students. This item was checked by 23.29 per cent of the alumni. The alumni rated "guidance of the school administrator" as the fourth most influential factor in causing them to enter forensic activities. There were 20.55 per cent of them who rated this factor to be an important influence.

Continuing the comparison of this response further with the student replies, it is shown that only 5.12 per cent of the students were of the opinion that "guidance of the school administrator" was responsible for their choosing to enter forensic activities. The data do not reveal the reason for the greater recognition of the "guidance by the school administrators" by the alumni group. This difference of attitude, however, does raise the question of why alumni were more influenced by the administrative recommendation

TABLE LXXI

FACTORS INFLUENCING ENTRY INTO CONTESTS AS REPORTED BY ALUMNI

Factors	Number Per cent		No reply	
			Number	Per cent
Family tradition	11	15.07	62	84.93
Personal urging of the speech director	19	26.03	54	73.97
Guidance of the school administrator	15	20.55	58	79.45
A recognition of the values to be gained from such participation	38	52.05	35	47.95
Competitive school spirit	17	23.29	56	76.71
Other factors	12	16.44	61	83.56
Total replies	112			

than are the students of today.

"Family tradition" was likewise rated as an influencing factor more frequently by the alumni. Practically 15 per cent of them answered they entered contests because of this influence. Only 16.44 per cent of the alumni found it necessary to check the item "other factors."

Presumably, the alumni, like the students, selected with care the factors they considered to be important in causing them to enter forensic contests. Suffice to say, the alumni do continue to realize the values gained from participation, and further, they find these values stand up to the crucial tests of life situations.

The data submitted by the alumni to the question concerning the contribution of speech contests to their general education is shown in Table LXXII. Responses for both the interscholastic and intramural competition are included in this one table. By observation, it is evident that the rank-order does not vary significantly from item to item. In the case of "created a desire to remain in school," exactly the same number of respondents, or 20.55 per cent, checked the item for both interscholastic and intramural activities. "An appreciation of leadership" was ranked fourth for interscholastic competition and sixth for intramural events. Almost three times as many alumni answered that interscholastic competition developed this characteristic as compared with those who reported the contribution came from the intramural activities.

Further, the alumni were of the opinion that "improved speaking ability" was developed through interscholastic contests more often than through intramural events. Approximately 71 per cent checked in favor of interscholastic, while 35.62 per cent marked intramural for this item.

"Ability to think for yourself" was indicated by 61.64 per cent of the alumni as being developed by participating in the interscholastic contests, while 26.03 per cent checked this item for intramural programs. This was the second largest percentage of replies for any item in the intramural section, and likewise the second highest under the interscholastic. The item that ranked the third highest in both interscholastic and intramural activities was "the ability to

TABLE LXXII
CONTRIBUTION OF SPEECH CONTESTS TO GENERAL EDUCATION
REPORTED BY ALUMNI

	INTERSCHOLASTIC				INTRAMURAL			
	Num- ber	Per cent	No reply Num- ber	Per cent	Num- ber	Per cent	No reply Num- ber	Per cent
Improved speaking ability	52	71.23	21	28.76	26	35.62	47	64.38
Improved scholarship	22	30.14	51	69.86	15	20.55	58	79.45
An appreciation of leadership	34	46.58	39	53.42	12	16.43	61	83.56
Create a desire to remain in school	15	20.55	58	79.45	15	20.55	58	79.45
Ability to think for yourself	45	61.64	28	38.36	19	26.03	54	73.97
Ability to get along with others	38	52.05	35	47.95	17	23.29	56	76.71
Totals	206				104			

get along with others." There were 52.05 per cent of the alumni who rated this characteristic as being developed through interscholastic competition, while 23.29 per cent indicated that participation in intramural activities contributed to the development of this trait.

Broadly speaking, it appears the alumni are convinced that forensic activities, both interscholastic and intramural, made a fruitful contribution to their general educational background. Moreover, it may be appropriate to point out still further the much higher percentages of support of the interscholastic events than of the intramural activities in the judgment of the alumni.

The alumni were next asked their opinions concerning the future of interscholastic competition in speech activities. They were instructed to check one of two of the following items: (a) Interscholastic competition should be abolished, and (b) The interscholastic contest system should be continued. If they checked "a" they were asked to answer a follow-up item of two alternatives to replace the present interscholastic contest system. The answers to the first item are shown in Table LXXIII.

Specifically these results need little explaining or interpreting. All the alumni responded to the item. And they were opposed to abolishing the present contest system for forensic activities by a ratio of 6 to 1. It is not as overwhelming a majority as was true of the response of the students to the same item. But it does indicate, beyond all doubt, that the alumni value the merits of the contest system sufficiently to justify its retention in the

TABLE LXIII
SHOULD INTERSCHOLASTIC CONTESTS BE ABOLISHED
AS REPORTED BY ALUMNI

	Number	Per cent
Alumni in favor of abolishing contests	10	13.70
Alumni opposed to abolishing contests	63	86.30

public schools.

On the other hand, the 10 alumni who indicated that the present system should be abolished were about equally divided between adopting an intramural program, and the use of noncompetitive festivals as a substitute for interscholastic competition. There were so few responses to this item that no table was prepared.

Evaluation of the problems in conducting forensic programs by alumni. Finally, the alumni were asked to evaluate eight of the commonly referred to undesirable characteristics of interscholastic contests by indicating if they considered these characteristics to be, (1) a major problem; (2) a problem; and (3) of little or no importance. The returns for this question are presented in Table LXXIV.

In only three instances did the greatest number of alumni responding to this item rate these common charges as "a major problem." These charges were: too much emphasis on winning; too few

students participate; and poor judging. It is interesting to note that 27.39 per cent of the alumni marked poor judging "a major problem," while 26.03 per cent indicated poor judging was "of little or no importance." The strongest reaction, 34.25 per cent, to this item was that it does present "a problem." Likewise, these three items were also marked "a major problem" by the largest number of the students.

These data indicate, then, that in the three areas cited above, there are problems which might be fruitful fields of investigation. It is not within the scope of this study, however, to make this investigation.

The alumni indicated that five of the charges were "of little or no importance." These items are listed in their rank-order as follow: the contests are dominated by outside interests, 63.01 per cent; competition as a motivating factor is undesirable, 63.01 per cent; there is too much duplication of contests, 54.79 per cent; too expensive, 47.94 per cent; and teachers tend to dominate the activity, 32.88 per cent.

Specifically the alumni who responded to this item valued their experiences in interscholastic forensic contests with abundant fervor. Only three of the eight common charges were found to be "major problems" by any number of respondents. The remaining five charges were commonly reported as "of little or no importance."

The alumni of these schools hold substantially the same opinions as the students regarding intramural and interscholastic

TABLE LXXIV

EVALUATION OF UNDESIRABLE CHARACTERISTICS OF INTERSCHOLASTIC
CONTESTS REPORTED BY ALUMNI

Undesirable characteristics	A major problem		A problem		Of little or no im- portance		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Too much emphasis placed on winning	27	36.98	17	23.29	17	23.29	61	83.56
Teachers tend to dominate the activity	7	9.58	17	23.29	24	32.88	48	65.76
Too few students participate	28	38.35	23	31.51	13	17.81	64	87.67
Poor judging	20	27.39	25	34.25	19	26.03	64	87.67
Too expensive	3	4.11	17	23.29	35	47.94	55	75.34
There is too much duplication of contests	1	1.37	12	16.44	40	54.79	53	72.60
The organizations are dominated by outside interests	1	1.37	6	8.22	46	63.01	53	72.60
Competition as a motivating factor is undesirable	5	6.85	11	15.07	46	63.01	62	84.93

forensic programs. Likewise they do not believe the contests should be abolished. Apparently the practice of the high school principal serving as the director of guidance was more prevalent a few years ago than it is today.

Rank-difference correlation of replies received from students and from alumni. As was stated previously, the students and the alumni were both asked to answer identical questions. These data, therefore, provided a means of comparing the opinions of those who have had an opportunity to reflect upon their high school experiences with the opinions of those who were actually living the experiences at the time they responded to the questionnaire. Questions 1, 2, 3, 4, and 7 were evaluative items for which a rank-difference correlation could be used to measure these differences of opinions. These differences are shown in Table LXXV.

It is significant to note that the students and alumni ranked the question, "How has participation in interscholastic contests contributed to your general education?" in exactly the same rank-order. However, they did not agree perfectly regarding the contributions of intramural activities to their general education. The correlation was high, .861, but not perfect. These data were significantly reliable to the 1 per cent level; that not more than once in 100 cases would these results be likely to occur due to chance.

It may also be noted in evaluating Question 1, "The declared objectives of high school debating as developed through interscholastic

TABLE LXXV

RANK-DIFFERENCE CORRELATION OF STUDENTS AND ALUMNI
TO SEVEN ITEMS ON THE QUESTIONNAIRE

Question	Rho	Level of significance
Question 1: Below are listed a number of declared objectives of high school debating. Please <u>check</u> those which you personally have found to be developed in your competition with other schools. Please check those you personally have found to be fulfilled through intramural speech programs with a <u>cross</u> .		
Interscholastic	.843	.01
Intramural	.876	.01
Question 2: Below are listed the speaking events most frequently used in high school contests. Please check the column which best describes the degree of value you derived from participating in this event.	.948	.959 needed to be signif- icant at .01 level.
Question 3: Please check the most important influence that caused you to enter contest work.	.557	not signif- icant
Question 4: How has participation in speech contests contributed to your general education? Use a <u>check</u> for interscholastic and a <u>cross</u> for intramural.		
Interscholastic		correlated perfect- ly
Intramural	.861	.01
Question 7: From your experience, evaluate the following undesirable characteristics which have been attributed to competitive interscholastic contests. Place a "1" before those items you consider to be a <u>major problem</u> ; "2" before those you consider to be a <u>problem</u> ; and "3" before those you consider to be of <u>little importance</u> .	.934	.01

competition as well as through intramural programs," correlations were revealed that were significantly reliable to the 1 per cent level. The correlations were .843 for interscholastic, and .876 for the intramural responses.

Furthermore, a rho of .948 was produced by comparing the responses of both groups to Question 2, which asked: "Below are listed the speaking events most frequently used in high school contests. Place a check mark in the column which best describes the degree of value you derived from participating in this event." It was found that this rho fails by only .011 in being significantly reliable to the 1 per cent level.

Again in Question 7, a rho of .934 was derived which indicates the responses to this item were significantly reliable to the 1 per cent level. The hypothesis of no significant differences among these categories could be rejected for this question.

Therefore, in the seven items that were correlated by the rank-difference procedure, six have shown a highly significant correlation. These results indicate there are few existing differences between the opinions of the students and the alumni who answered the questionnaire in regard to these items.

Finally, the correlation of the two samples on Question 3 produced a rho of .557. The chances are about 50-50 that these data on this question may not be more reliable than chance sampling.

In summary, it is clear that similar relationships may be observed between the opinions of the students and the alumni in their

evaluation of secondary school forensic programs. It is evident from these data that the values received from participation in forensic contests have been found by these respondents to meet the requirements of life situations.

CHAPTER VII

SUMMARY AND CONCLUSIONS

In presenting the final summation of these data, an effort was made (1) to summarize the data under general headings, (2) to interpret the data, and (3) to indicate the direction of further study. In performing these three functions, the investigator was cognizant of the limitations of these data and therefore did not attempt to generalize broadly about the findings. However, it can be said with certainty that distinct patterns of opinions, both similar and in contrast to each other, were apparent from those who cooperated with this study which would be representative of similar groups within the same environment. These opinions should shed additional light on new and old problems and perhaps influence educators in making decisions regarding extra-curricular forensic activities in our secondary schools in the days ahead.

The broad objectives for this study were defined by enumerating approximately twenty-five problems¹ on which data were to be

¹See Chapter I, pp. 4-7.

developed in the pursuit of this investigation.

SUMMARY

The questionnaire method did yield significant data concerning forensic contests as conducted in the secondary schools within the

area of the North Central Association. The plan of the study from the beginning was to obtain a large and broad sampling of data, rather than to produce a near 100 per cent return from a selected small sample. Specifically the scope of the investigation included 2,241 schools which were members of the North Central Association of Colleges and Secondary Schools, an area made up of nineteen states. (See Figure 1.)

Questionnaires were sent into these nineteen states which made it possible to gather opinions from the north, south, east, west, and the central states. These opinions were obtained from secondary school administrators, secondary school forensic directors, secondary school students, and alumni of these schools. At the time of the investigation, the high school students solicited were participating in forensic activities. And the alumni were those who had participated in forensic activities when they attended the secondary schools.

From the four groups of the population reached in this broad area, a total of 1,638 responses were tabulated as follows: secondary school administrators, 708; secondary school forensic directors, 685; secondary school students, 172; and alumni, 73. The size of the sample from the nineteen states, therefore, was sufficiently large to provide workable data in all areas. The reliability of the data was checked by means of the chi square contingency table, and by use of Spearman's rank-difference correlation formula.

It was significant that the returned questionnaires were well divided between the so-called large, medium, and small high schools. The membership list of the North Central Association provided the data on school size for this comparison. The actual returns were slightly skewed toward the middle and large sized schools when compared with the total population; however, this difference was not considered to be sufficiently great to jeopardize the results.

The questionnaires were distributed through the offices of the State Chairmen of the North Central Association of Colleges and Secondary Schools in eleven states. The investigator mailed the questionnaires directly to the respondents in the remaining eight states. Some of the State Chairmen who did not mail the questionnaires endorsed the study through their bulletins.

The administrators were relatively generous in responding to all items in the questionnaires. It was noted, however, that over one-half of them failed to evaluate the intramural activities in Question 7. There is no clear reason apparent for their failure to respond to this question. The fact that such a great number of the administrators did reply to the interscholastic evaluation in the same question indicates there is abundant interest in this specific area of forensic activities.

A careful analysis of these responses reveals that the administrators were of the opinion that many of the avowed outcomes of debating could be developed as adequately in an intramural program as through interscholastic competition. Yet these same

administrators were not of the opinion that intramural programs would provide adequate substitutes for the present interscholastic contest system.

Administrators rated such problems as financing activities, supervision of students while on contest trips, and the time missed from school "of no importance" in their schools. Furthermore, most administrators expressed themselves in strong support of the present trend toward financing the activities with funds appropriated by Boards of Education.

The questionnaires sent to the forensic directors were worded differently from those sent to the administrators, thus precluding any possibility of correlating most of their replies with those submitted by the administrators.²

²See Chapter II, p. 57.

Data received from the forensic directors revealed that full time speech teachers were in the minority; that school time provided for conducting forensic activities was inadequate; and that "substitute teachers" were used most frequently to take care of classes of forensic directors while attending contests. Administrators reported almost 3 to 1 that forensic activities in their schools were conducted by teachers classified other than "full time teachers of speech." There were 65 per cent of the forensic directors who indicated speech as one of their teaching fields. The responses to

these items indicate that it is a widespread practice to employ teachers with a combination of academic subjects as forensic directors rather than to select full time teachers of speech.

Forensic directors indicated school time was used in many cases for extra-curricular activities; the amount of time varied from "one hour per day," to "as much as needed." However, the availability of students restricted the use of most of this school time. In the open-ended question, the directors did not include forensic classes as training procedures.

There were two rather general procedures followed for taking care of the classes of the forensic directors when they were attending contests. "Substitute teachers" were employed most frequently, while "other teachers take the classes," was the next most frequently mentioned procedure. A third plan of "sending students to the study hall" was ranked third by those responding.

The data revealed that upper class students participated in forensic contests more frequently than freshmen; that the tournament is the predominant means of providing contest participation; and that the traditional contest activities are believed to provide worthwhile values. It is interesting to note that all classes were represented in the forensic groups. It was further indicated that freshmen participated less frequently than upper classmen. A greater number of schools reported "more than 15" students in contest work each year.

These data further show that the tournament is the predominant form of contest entered by these schools, yet the greatest number of schools did not participate in more than three tournaments a year. The data revealed that the number of directors indicating from 1 to 3 tournaments was almost identical with the number indicating "0" for the number of dual meets participated in each year. Whether or not the tournament offers more advantages than other forms of contest activity may be debated, but the schools involved in this study favor and use the tournament far more than dual meets.

It is apparent that the five typical forensic activities offer sufficient values and outreaching opportunities to the participants to retain them in secondary school contests. These directors did not agree that any one contest activity was "of no importance," although some were of the opinion that certain contests were "of little importance." The directors placed extempore speaking, original oratory, and debate in that order of importance. It is to be expected that new types of contests will continue to be introduced into the contest programs as the result of constant experimentation and adaptation in speaking activities; however it is unlikely that many of these eight activities will be completely removed from the programs in the near future.

In certain cases it was possible to compare the data received from the forensic directors with data received from the administrators. Forensic directors were in agreement that the "lack of

uniformity in judging" was the most difficult problem encountered in forensic contests. "Supervision of students on contest trips," was the least difficult problem they experienced. Specifically these data are in harmony with the data submitted by the administrators. Therefore, the problem of judging is one which should be explored more extensively.

Forensic directors were also in agreement with administrators concerning the substitution of an intramural program for the present contest system. There were 58 per cent of the forensic directors who were of the opinion that the intramural programs would be "slightly inferior" or "definitely inferior," to the present system.

Forensic directors indicated that interscholastic contests do make a major contribution to the "Basic Needs of Youth." The directors were of the opinion that interscholastic contests make a major contribution or at least some contribution to most of the "Basic Needs of Youth." The greatest unanimity of agreement was regarding the Need, "mastering the tools of communication." Those Needs dealing with "social relationships," and "democratic processes" were also rated extremely high by the directors. In addition, there was also agreement between the directors that "developing a sound body" and "being an effective consumer" were Needs not developed through interscholastic competition. The replies to this question offer a good defense for interscholastic contests in modern educational planning.

Forensic directors were divided in their opinions concerning the statement that noncompetitive programs would develop the accepted objectives of debating as fully as interscholastic contests.

More than 50 per cent of the forensic directors agreed that 5 of the 10 accepted objectives of debating would be developed as fully under a noncompetitive program as under competitive interscholastic forensic programs. Many of the directors checked only one or two items on the list. "Provides good library training" was checked the most frequently, and "encourages students to evaluate evidence when it is presented" was checked by the least number of directors. The objectives that would be developed through noncompetitive programs are closely associated with the major objectives of classroom instruction. Objectives that depend upon competition for their ultimate development were believed to be developed through non-competitive programs by only a minority of the forensic directors.

Forensic directors were willing to assist in gathering data by circulating questionnaires to students and alumni. A willingness to participate further with the study was indicated by the forensic directors in surprisingly large numbers. There were more who were willing to obtain the opinions of their students than were desirous of contacting alumni. This response was indicative of a desire on the part of these forensic directors to face the contest issue in its entirety, and further, to assist in bringing to light as many crucial facts as possible for analysis and interpretation.

It was possible to compare the data submitted by the students with the data returned by the alumni. Because high school students and alumni were sent identical questionnaires, much of the data submitted by these two groups could be compared directly. This comparison was made by use of the rank-difference correlations with five of the questions. Since two of these questions provided for the evaluation of both interscholastic and intramural activities, seven correlations were computed. In six of the seven computations, a rho significant to the 1 per cent level of confidence was derived. The only question that failed to show a significantly high correlation between student and alumni replies was "the most important influence that caused you to enter contest activities."

The students evaluated the objectives of high school debating in terms of interscholastic competition with greater enthusiasm than they did for intramural programs. Nearly one-half of them failed to respond to the second section of this question. There was also a great variation in the order or rating as is evidenced by the $-.161$ correlation for these responses. The correlation for the alumni for this same item was $.009$, indicating approximately zero correlation.

The one objective upon which the most students agreed for both interscholastic and intramural activities was "trains students to express ideas in a clear and coherent manner." This item was ranked third for both types of activities. In the opinion of the alumni, this item was ranked first in interscholastic, and third in

intramural. So far as these respondents were concerned, an objective rated high in interscholastic activities was likely to be rated low in intramural programs.

The students and the alumni responded similarly to the item pertaining to contest speaking activities. It is true that more students had participated in debate and more alumni had been in extempore speaking, but both groups indicated radio speaking as the activity in which they had participated the least. Only a modicum of both groups indicated the "of no value" response for any of the activities. In every activity except declamation, a preponderate number of each group indicated that every activity had been either "valuable" or "extremely valuable" to them. The students were of the opinion that declamation had been "valuable" or "extremely valuable" to them, but the alumni were inclined to rate this activity as "of little value" more often than "extremely valuable."

Students chose to enter forensic activities because of "a recognition of the values to be gained from such participation," "personal urging of the speech director," and "guidance of the school administrator," in the order named. The alumni varied this order by placing "competitive school spirit," as the second in importance. The fact that "personal urging of the speech director" was rated ahead of "guidance by the school administrator," might indicate that in these schools all teachers had an opportunity to counsel students and direct them into useful activities. It should

be noted that a much higher per cent of the alumni gave credit to the administrators for guiding them into forensic activities.

There was practically no difference evidenced in the order in which students ranked the development of certain traits of a general educational nature in interscholastic and intramural activities. "Improved scholarship," and "an appreciation of leadership" were the only two items on which they varied. These items were rated in much the same order by the alumni.

The students were overwhelmingly opposed to abolishing interscholastic contests. This response could easily be expected, but the fact remains that the alumni responded 6 to 1 in the same manner. These data indicate that contests do have sufficient merits to justify their retention in the interscholastic forensic programs.

The students and the alumni are aware that certain characteristics of forensic programs are problems. It is commonly judged that such problems as "too much emphasis on winning," "too few students participating," and "poor judging," do exist. Other items in this question were considered to be "of little or no importance." These data indicate that students and alumni exercised considerable care in evaluating these items. And further, it is apparent that both groups of respondents were in agreement on their conceptions of the merits and demerits of contest activities.

INTERPRETATION OF THE DATA

In terms of teacher education, these data should provide some insight into the reaction of public school administrators and directors of forensic programs concerning extra-class activities, thus permitting some deductions to be made concerning the adequacy of the teacher education programs.³

³For suggestions concerning the recommended speech curriculum for the secondary school and the values to be derived from an extra-class program, see "A Program for Speech Education," in Appendix B, pp. 268-294.

1. It is important to know that such a large percentage of administrators did not consider their forensic directors as full time teachers of speech. Moreover, the failure of so many administrators to evaluate intramural activities⁴ is indicative that this

⁴See Chapter IV, pp. 107-123.

type of program is not used extensively in the high schools of today. There is also evidence that the administrators are delegating much of the guidance activities to other teachers. It is probable that problems in the direction of forensics would be reduced by stressing the need of specially trained personnel to direct all extra-curricular activities, and specifically by providing speech majors and minors with experiences in intramural activities as well as a background in guidance.

2. The forensic directors represented in this study teach a variety of subjects in the high schools. It is conceivable that some teachers may have selected speech as a second field, using library, foreign languages, or music as their teaching major. Since the data revealed that 65 per cent of the directors taught "speech,"-- public speaking, fundamentals of speech, and oral communication, as a part of their teaching load, and since 57 per cent of the respondents indicated some high school forensic experience, it is reasonable to assume they had participated in some extra-class activities during their college careers. Thus, their participation as forensic directors might be on a voluntary basis, or it is possible they were assigned this responsibility. Past experience has revealed that many of the criticisms against interscholastic contests emanate from schools where the policy of assigning unprepared teachers to sponsor such activities is the general procedure.

3. Teacher education programs vary in the required offerings from college to college. The Speech Association of America suggests three areas: interpretation, forensics, and radio for those who choose speech as a major teaching field.⁵ Such preparation would

⁵See Appendix B, p. 288.

also provide "supporting courses in all areas of speech." These data indicate the Speech Association program would be desirable for these high school forensic directors.

In choosing speech as a second field, the teacher should have a sampling of courses from all areas, 16 to 20 semester hours.⁶

⁶Loc. cit.

Some variations in these recommendations will be found in different schools -- those who select English as a major teaching field and speech as a minor are urged to concentrate in the area of dramatic production and interpretation. This recommendation seems to meet the teaching needs in terms of subject combinations found in the public schools. On the other hand, if the student majors in social studies and minors in speech, he should choose forensic courses. Many social studies teachers are asked to coach debate and extempore speaking.

4. Data from administrators and forensic directors point to the need of a strong course dealing with extra-class activities for all prospective teachers. Such a course would enable college graduates to enter their first year of teaching with greater confidence which would provide more competent direction for the activity programs.

A significant contribution to teacher education could be made by the North Central Association and the State Speech Associations by acquainting administrators with the values to be derived from expanding the curricular speech program, and from these expanded class programs sound and efficient extra-class activities could be developed.

Interscholastic forensic contests have been criticized for many years. While some of these criticisms have been justified, others have grown out of displeasure over some specific project generalized to include all contests. These data are important, therefore, in determining the significance of these criticisms.

1. "Too few students in the activity," was recognized as a problem by each group of respondents. This response may be interpreted as an implication that contests are valuable for those who are participating; therefore, more students should be given these opportunities. This point of view conforms with the recommendations of the North Central Association and the Speech Association of America.⁷

⁷Loc. cit.

2. Administrators, students, and alumni were in agreement that teachers did not tend to dominate the activities. This condition might have been a serious criticism at one time; however, these respondents do not consider it to be a significant problem. The criticism was listed among the four least important problems by all three groups of respondents.

3. It was generally reported that "financing forensic contests," is no longer a serious problem in these schools, and further, the administrators reported it to be a responsibility of the Boards of Education. The present trend in public education is in the direction of removing the cost item from all activities in

order to encourage all students to participate in extra-curricular functions. Few previous studies have been completed to show this trend.

Present economic conditions should be considered in evaluating student and alumni responses to this item. It is important that only 5 per cent of the students and 4 per cent of the alumni considered finances "a major problem." In a period of economic stress, however, it might be justifiable to expect a different reaction to this question.

4. Administrators, students, and alumni do not consider the duplication of contests to be a serious problem. This point of view opposes that of some forensic directors who have criticized this repetition.⁸ Their criticisms have been based on the hypothesis that

⁸See Chapter II, pp. 31-34.

repetition beyond a certain point does not stimulate the learning processes.

5. Administrators, students, and alumni were not of the opinion that present day contests are dominated by outside interests. Only 6 per cent of the administrators considered outside domination an inherent evil of interscholastic competition, and 63 per cent of the students and alumni regarded it as a minor problem. The action of the North Central Association in passing Criterion 10B⁹

⁹See Chapter II, p. 21.

perhaps has assisted in removing this type of contest from the school programs. These data are significant in showing the trend toward an improved interscholastic forensic contest program.

6. There is evidence to support the claim that a centralized policy exists in the management of forensic contests. Only 13 per cent of the administrators were of the opinion that the lack of such a policy was inherent in competitive interscholastic contests. The placing of all school activities under the direction of one State Association, as has been done in several states,¹⁰ has been

¹⁰Albert Edward Lambert, Jr., "A Survey of the State High School Speech Leagues, Cooperating with the N. U. E. A. Committee on Debate Materials and Interstate Cooperation," (unpublished Master's thesis, University of Colorado, 1948).

a factor in providing a centralized policy for interscholastic forensic contests.

7. From these data, it was found that judging of contests is "a problem." The significance of the problem varies between groups and between schools. Students and alumni were about equally divided in their opinions of the seriousness of the judging problem. Almost identical percentages in each group rated judging "of little importance," as rated it "a major problem." There were 34 per cent of the administrators who classed judging as an inherent problem of competitive contests, and 44 per cent of the forensic directors classed it as the most difficult problem to handle.

There are two desired ends in securing judges for contests: (1) economy and (2) competency. It appears that these two ends

represent a dichotomous point of view that most State Associations have difficulty in meeting. When the remuneration is reduced the better qualified judges are apparently reluctant to accept assignments. The day has passed when members of college faculties will accept judging assignments for little more than expenses, counting their work as public relations for their schools. On the other hand, forensic directors object to judges who have little knowledge of the objectives of a good speech program. Judging is further complicated by a lack of uniformly accepted standards for use as a basis for judging in every contest.

The use of coaches as judges for most state contests has not been universally accepted, yet the National Forensic League has used coaches as judges successfully in the National Tournaments. This method is also used at the college level in major contests. In all probability high schools will adopt this pattern in the years ahead.

One of the solutions to the judging problem is the use of audience reaction ballots. This method, however, implies the presence of an audience, a condition frequently not available for high school contests. In lieu of an audience, some early season debate tournaments employ the student rating sheet where each student rates all of his opponents during the day and at the close of the contests each speaker has a number of rating sheets showing the reactions of his opponents to his debating. He may thereby study these sheets as a means of self-improvement. The Speech Association of America recommends that students should have a

chance to ask, "How can we improve?"¹¹

¹¹See Appendix B, 294.

The entire judging problem seems to be inimitably tied up with the philosophy of the contest director. If he places the emphasis upon good speaking, students will accept the decisions. If, on the other hand, the director emphasizes the "win at any cost philosophy," students are likely to be disheartened when decisions are lost.

8. These data make it clear that too much emphasis is placed on winning. The Speech Association of America and the North Central Association both recommend steps be taken to place greater emphasis upon the values of participation. Each school must provide its own solution to this problem. Rules cannot be made that will eliminate overemphasis without destroying the contest, and these data do not indicate the advisability of abolishing contests.

9. Large percentages of administrators, students, and alumni did not support the contention that "contest motivation is artificial." It was their opinion that competition is sufficiently "life like" to merit a place in contests. They desire competition as a stimulus for good work, and in turn, they want their efforts evaluated accurately and carefully.

These data significantly point out that the administrators, forensic directors, students, and alumni analyzed carefully the criticisms against contests. They indicated some objections to the

present management of contests, but they were in accord concerning the retention of the basic contest structure.

The data directed attention to the need of continued improvement of interscholastic contests. The investigator was impressed with the various comments written on unanswered questionnaires. Some of the replies expressed regret that their program "was just starting," "had been in existence such a short time they could not respond to the questionnaire," or "too inexperienced to respond to these items." These replies were indicative of increased interest in expanding the interscholastic forensic contests in many high schools. There were also those who felt the contest program was completely outmoded and artificial.

1. There is evidence in the Newsletters and personal correspondence received from the various State Associations¹² that

¹²See Appendix A, pp. 256-260.

efforts are being made to improve contest activities. The introduction of verse reading, or in some cases called extempore reading, into the contest program is in keeping with the recommendations of the Speech Association of America.¹³ Radio speaking has become a

¹³See Appendix B, pp. 291-293.

permanent addition in some state contests.¹⁴ The introduction of

¹⁴The 1952 Contests in Speech, Albert Willis, Executive Secretary, Illinois High School Association, Chicago, 1952, p. 19.

these new contests is a direct effort to relate the contest program to the life experiences of high school people. Demand for more original activities has been fulfilled in part by the use of the original monologue as well as radio speaking.¹⁵ These additions and

¹⁵Ibid., p. 18.

improvements in the contest system are direct evidence that forensic directors are willing to cooperate with Speech Associations in building sound interscholastic forensics.

2. The standards for selections used in the declamatory divisions are constantly being improved. The use of committees to recommend an approved list of authors for plays and readings is in accordance with the recommendations of the Speech Association of America and the North Central Association regarding the raising of standards for memorized materials.¹⁶

¹⁶See Appendix B, p. 291.

A new procedure for selecting the debate topic, adopted by the National University Extension Association for 1952-53, is another innovation of recent years. The plan was intended to stimulate use of discussion techniques during the early season with three suggested debate topics for practice tournaments. The final

topic is now chosen in December, thus stimulating the need for wider reading and the possible use of more students. It was hoped this change would help discourage the dependence upon work books and debate handbooks; a practice which is deplored by many critics of debate.

3. These data revealed that no one program can be designed to fit all schools. The principal factors which apparently make it impossible to standardize contest procedures for all schools are: allocation of teachers' time for supervising the work; variations in school organization, whether the 8-4 plan or the 6-3-3 plan is used; and community standards.

4. Responses to these questionnaires indicated three distinct philosophical patterns regarding the forensic contests.

The prevailing philosophy seemed to be that contests should be used as a means of enriching the curricular speech program. The activities should grow out of the classroom program rather than being separate from it. Superior students should be expected to make the greatest contribution; the student with lesser ability will profit from the class activities. This point of view seems to be supported by the recognition by all respondents that some of the outcomes and objectives of forensic activities may well be realized through participation in intramural programs. It was apparent that none of the groups of respondents were in favor of abolishing interscholastic contests, nor did they strongly believe that intramural programs would be an adequate substitute for the

interscholastic contests.

Another group of respondents believed the contest to be purely an extra-class activity where a few students may be selected and carefully trained in an effort to win as many trophies as possible. This point of view has been under attack by the North Central Association and the Speech Associations for some time. In analyzing the data pertaining to the objectives of high school debating,¹⁷ it appears this point of view is not as strong as that

¹⁷See Chapter V, pp. 160-168.

indicated by the critics. The Speech Association of America opposes such a short sighted view.

A third group believed the contests should be for the benefit of all. These respondents supported the noncompetitive programs, or at least the rating of students as A, B, or C rather than ranking them first, second, or third. The festival is more important to them than the contest because more students are permitted to participate in the festival. Standards of performance are usually not as high in this type of program as may be found in the contest.

Which philosophy of the contest shall be adopted by any school will of necessity depend upon the conditions within that school. Certainly, educational leaders should keep these important facts in mind when reaching decisions concerning contest management.

INDICATION OF ADDITIONAL RESEARCH

There is a need for future research studies to be developed in the area of interscholastic forensic contests. During the preparation of this study, the investigator was constantly aware of other questions for which answers were desired. Some questions pertained to teacher education, others to the matter of judging. Moreover, follow-up studies could be made to determine how these high school students use their speech training in life situations.

1. Teacher education programs need to be constantly looking forward to preparing teachers for the work that is demanded of them. Statewide studies of speech education in the public schools would be valuable to speech department directors. Such a study should investigate the types of classes taught, extra-class activities directed, and the community-wide service of the teacher of speech. A study of this type would have further value to placement bureaus if an effort were made to determine the administrative requirements for the employment of future teachers of speech. Also the values of extending the speech program and especially the contest activities downward to include the junior high school is one of increasing importance.

2. Present day testing procedures could be used to determine the characteristics of superior teachers of speech. The validity of a testing program to select prospective teachers of speech might be established.

3. There are many opportunities for "after school" studies of people who have excelled in interscholastic contests. Do these alumni go on to college? Do they become teachers? Do they enter the professions? Do they become leaders in community life? These and many other questions could be used to help clarify the values of contest participation.

4. The reports of the secondary schools to the North Central Association could be extended to gather vital statistics concerning the speech programs. These reports could be summarized each year and reported in the Speech Monographs or the Speech Teacher.

5. Each year the secretary of the Activities Association in each state collects an abundance of data that should be of value to those interested in research.

The North Central Association and the Speech Association of America have shown the value of cooperation, and they have demonstrated the successful use of the principle tenets of discussion by working together in presenting the report, "A Program of Speech Education." It is hoped this progress can be continued through channels of research.

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APPENDIX A

NEWSLETTERS FROM HIGH SCHOOL ASSOCIATIONS

LETTERS FROM THE SECRETARIES OF THE
HIGH SCHOOL ASSOCIATIONS

THE OHIO HIGH SCHOOL SPEECH LEAGUE

The Ohio High School Speech League is composed of the member schools who enroll in the League's activities. It was originated in 1913 by Professor Victor A. Ketcham. It was organized in 1926 as O.H.S.S.L. It expanded from a small number of schools taking part in debate contests, to the present program in ten speech activities among 180 member schools.

Directors of high school speech activities vary from the speech trained full-time teacher of speech to the teacher who is willing to direct a speech activity without prior training. All are interested in advancing the ability and training of their students.

MEMBERSHIP IN THE OHIO HIGH SCHOOL SPEECH LEAGUE

"Any first grade four-year, six-year, or senior high school of Ohio may become a member" of O. H. S. S. L. by application and payment of the annual dues. (O.H.S.S.L. Constitution).

"A" schools have an enrollment of over 450 students in the ninth, tenth, eleventh, and twelfth years of school. "B" schools have an enrollment of fewer than 450 students. County League schools are those schools which form their own county speech league of three or more county schools. They hold their own district (county) contests for state finals qualification. These qualifiers enter the state forensic finals in the "A" or "B" division according

to their school's size. In the radio, drama, and poetry reading festivals state finals, separate divisions will be held for "A", "B", and County League qualifiers.

O.H.S.S.L. COUNTY LEAGUES

For a number of years, several counties in Ohio have organized their own county leagues. Many of these leagues were inaugurated by the superintendent of schools of the county.

A county league may be organized by three or more schools and may take part in one or more of the speech activities of the League. The county league operates as one of the districts of the O.H.S.S.L. and its student qualifiers enter the finals at Columbus. In forensics the qualifiers enter the State Finals as "A" or "B" school contestants according to school size. In the festivals, the county league qualifiers enter the C.L. division in the state finals festivals at Columbus. Any county may organize such a league. Information and materials will be furnished by the League Headquarters.

O.H.S.S.L. COUNTY LEAGUES

ASHTABULA COUNTY	- Supt. Charles S. Porter, Austinsburg H.S., Austinburg, Chm.
DELAWARE COUNTY	- County Superintendent G. E. McFarland, Delaware, Ohio, Chm.
LORAIN COUNTY	- Prin. Edna Z. Finlayson, Grafton H. S., Grafton, Ohio, Chm.
MEDINA COUNTY	- Supt. M. A. Lenz, Homer H. S., Homerville, Ohio, Chm.

MONROE COUNTY	- Mr. Worley Berisford, Beallsville, H. S., Beallsville, O., Chm.
MORROW COUNTY	- County Superintendent F. E. Honnold, Mt. Gilead, O., Chm.
SENECA COUNTY	- Supt. Carl D. Ashbaugh, Attica H. S., Attica, Ohio, Chm.
STARK COUNTY	- Supt. S. A. Stine, South H. S., Canton, Ohio, Chm. Debate and Individual Events. - Supt. Roy E. Ferguson, Uniontown H. S., Uniontown, Ohio, Chm. Drama and Poetry Reading.
VINTON COUNTY	- County Superintendent David M. Bryson, McArthur, Ohio, Chm.
WAYNE COUNTY	- Prin. Hazel Harvey, Doylestown H. S., Doylestown, O., Chm.

SANCTION FOR SPEECH ACTIVITIES

Where participating schools are members of the North Central Association it is necessary to obtain sanction for speech events from the Activities Committee of the Ohio Association of Secondary Principals. Apply to Principal Robert Fleming of Youngstown-South High School, Committee Chairman, for sanction of speech activities. If your principal does not have application blanks, write to Principal Fleming. The League Director will make application for district and state finals contests and festivals.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

STATE SPEECH CONTEST HUGE SUCCESS

651 young men and women from 276 high schools came to Madison, Saturday, April 19th with their proud parents and teachers, to participate in the largest state speech contest in the history of our Association. The weather was beautiful and added much to the enjoyment of the day. Thirty one judges from nine institutions did their best to make the contest a real learning experience for these outstanding young people. From the many reactions sampled by your secretary-treasurer, everyone went home happy.

A look at the following figures traces the growth of these state contests.

<u>Year</u>	<u>No. of Contestants</u>	<u>No. of Schools</u>
1946	315	160
1947	326	166
1948	399	203
1949	454	205
1950	528	228
1951	613	241
1952	651	276

(Excerpt from The Newsletter of the Wisconsin High School Forensic Association, XXIII, No. 4 (May, 1952), p. 10)

North Dakota State High School League

Valley City, North Dakota

April 29, 1952

Prof. G. Bradford Barber
Illinois State Normal University
Normal, Illinois

Dear Prof. Barber:

I have your inquiry concerning the history of our organization. Our high school league was organized back in 1908 by a group of school men who were interested in sponsoring and encouraging all forms of healthy extra-curricular activities for the schools in the state.

Until 1947 the activities of the organization were largely of an athletic nature and all music and speech activities were operated by the University of North Dakota at Grand Forks. The university respected our eligibility rules and work hand in hand with our association. This situation existed because our league did not have a full time executive secretary, nor did it have the funds to sponsor all activities. However, in 1947, the group voted to assume direct management of all speech and music activities and this was followed shortly by the employment of a full time executive secretary.

Since that time we have taken over all speech, music, debate in addition to all interscholastic athletic activities.

Our membership is approximately 400 schools. Most of these schools engage in one or more forms of athletics. Possibly half of them engage in music and perhaps a fourth in speech activities. Debate activities are limited to the larger schools and we are lucky if we can stimulate interest amongst 20 schools.

Last year a special speech committee was appointed to work with our organization and we are making an attempt to secure more interest in this field. Time will tell what success we have.

If we can be of further service to you in your problem, we shall be glad to furnish you with more specific information.

Very truly yours,

(Signed) E. Abrahamson

South Dakota High School

Speech Association

April 26, 1952

Mr. G. Bradford Barber
Assistant Professor of Speech
Illinois State Normal University
Normal, Illinois

Dear Mr. Barber:

Our present organization was formed by the merging of Declamatory and Forensic Leagues. This was done in 1946. The Declamatory League was organized about 1912 and the Forensic League about the same time. Membership in the Association is at present 212 high schools and it varies only 2 or 3 annually. The old Forensic League never had a membership greater than 90 but the Declam League was from 220 to 240 in membership. Our activities are interpretative reading, including orations, dramatic prose, humorous prose, poetry, debate, extempore speaking, and original oratory.

Very truly yours,

(Signed)

Cecil O. Monroe

Cecil O. Monroe

Ex. Sec. - Treas.

COM: ed

Kansas State High School Activities Association

Room 306 New England Building

Topeka

April 24, 1952

G. Bradford Barber
Asst. Professor of Speech
Illinois State Normal University
Normal, Illinois

Dear Mr. Barber:

I received your letter asking for information in regard to our high school forensics association.

All forensic activities are supervised by our association. We carry on a regular forensics program during the year.

In the early days we had a high school debate league but in 1937 we organized the State High School Activities Association, which includes all interschool activities such as athletics, music, speech, debate, etc. Since that time we have divided our speech program into two parts. In the fall we hold debate clinics and carry on our debating program during the first semester. Our state debate tournaments are held early in February. Then during the second semester we devote our time to other speech activities such as drama, extempore speech, readings, declamation, oratory, informative speech, etc. In April we hold district and state speech and drama festivals. We use a rating scale and all those who receive first division ratings in the district meets qualify for the state festivals.

At the present time we have about 50 schools that debate but I suspect we have approximately 300 that participate in our district and state speech festivals, not counting a number of smaller county and league speech organizations. The number is growing steadily and I don't think it will be long until we have fairly general participation in some phases of our forensic program.

With best wishes, I am

Yours very cordially

EAT;lc

(Signed)

E. A. Thomas, Commissioner

Illinois High School Association
11 South LaSalle Street
Chicago 3, Illinois

April 30, 1952

Mr. G. Bradford Barber
Assistant Professor of Speech
Illinois State Normal University
Normal, Illinois

Dear Mr. Barber:

Many thanks for the additional information concerning your research project included with your letter of April 28.

I think that you will find most of your questions answered in the book entitled "Interscholastics," published by the Illinois High School Association in 1950. The book is authored by Mr. C. W. Whitten, former Executive Secretary of the Illinois High School Association, and contains a complete account of the early period of our Association as well as an account of the change-over to an Association which was to include the sponsorship and control of non-athletic activities. Anything I might say in this letter concerning the history of the Association would be pretty much in repetition of what is found in Mr. Whitten's book. A copy of the book was sent to each member school and I am sure that you will find it in the library of the Normal University High School. It is possible also that it may be located in the I.S.N.U. library.

Regarding the number of schools belonging to the Association, this, of course, varies from year to year. At present, we have 762 member schools, including 43 high schools here in Chicago. This number has been rather constant during the last two years but is much smaller than it was as little as five years ago. Consolidation and the disappearance of many of our small high schools has been responsible for the decrease. In 1942, the membership was approximately 925.

Insofar as the Speech program is concerned, we had 219 schools entered in the various events this year. I am enclosing with this letter a complete set of assignment sheets for the 1952 contests which will give you some idea as to the schools which were entered and the events which they took part in. The number of schools entering is slightly lower than last year and is the first time we have had a decrease in the number of schools entered since World

-2-

War II. In 1951, 234 schools were entered.

The Association directly sponsors state-wide competition in Cross Country, Basketball, Wrestling, Swimming, Track, Golf and Tennis. In the non-athletic activities, we sponsor competition in Speech, Music and Latin. In addition, the Association is charged with the responsibility of supervising and controlling all forms of interscholastic activity. This would include such items as Live Stock Judging Contests, Music Festivals, Student Council Meetings and any form of interscholastic activity in which three or more schools are involved.

For your further information, I am also enclosing a copy of the 1952 IHSA Speech Pamphlet. This will give you information concerning the events in the Speech contests as well as the general Terms and Conditions governing the contests.

If we can be of any additional help to you in the preparation of your research study, I hope that you will get in touch with us again.

Sincerely yours,

(Signed)

M. F. Sprunger

MFS:ep
Enc.

Asst. Exec. Secy.

APPENDIX B

NORTH CENTRAL ASSOCIATION REPORTS

RECOMMENDATIONS OF THE CONTEST COMMITTEE OF THE NORTH CENTRAL
ASSOCIATION, MARCH, 1950

[The original committee report referred to all interscholastic activities; however, only the portion related to speech activities is reproduced here because of its relationship to this study.]

3. Speech. It is rather commonly felt that the success of a democratic form of life is dependent to a great extent upon the intelligent study and exchange of ideas of persons within groups. It is also recognized that the solution of common problems in the democracy is not best arrived at through dramatic eloquent, emotional speeches. On the contrary, deliberations on a highly intellectual plane should be more prevalent than they are in the solution of community, national and international problems. Intellectual provincialism can be greatly reduced by encouraging students to seek solutions to recognized problems not only between schools and states, but between nations. Very little place in our democratic life is left for the long over-used dramatics and emotions in speech making. Nor is there much purpose in a democracy for formalized debates wherein parties resolve to win through eloquent presentations of a side with little if any regard to examination of the facts involved in a problem. The purpose of debate is to win a point, not necessarily to arrive at a solution to a problem.

The Committee can see very little real good to be derived educationally from speech contests as most of them now are organized

and conducted.

It is recommended, therefore, that the emphasis in secondary education be placed upon the ability to conduct oneself intelligently in group discussions. Emphasis should also be placed in teaching pupils to be able to convey verbally their thoughts in a group or before an audience, but not to win a point or attain an emotionalized victory. Interscholastic speech contests should be discontinued.

Respectfully submitted,

J. Standifer Keas, Oklahoma
Otto Hughes, Indiana
Owen L. Robinson, Colorado
E. W. Bechtel, Minnesota
George A. Manning, Michigan
L. B. Fisher, Chairman,
Illinois

RECOMMENDATIONS WITH RESPECT TO MUSIC, SPEECH, AND ART

I. Music and Speech. Contained in this report are copies of recommendations for complete programs in secondary schools for both music and speech. The recommendations with respect to music were prepared and authorized by the Music Educators National Conference of which Professor Marguerite V. Hood, University of Michigan, is President and Mr. C. V. Buttelman of Chicago is the Executive Secretary. These recommendations are officially submitted by the Music Educators National Conference. Contributions to these recommendations came from many persons in the Conference and were compiled and written by officials of the Conference.

The recommendations with respect to the complete program of speech education in secondary schools is presented officially by the Speech Association of America. The committee which was appointed by the Executive Council of the Speech Association of America to prepare the recommendations with respect to speech included the following persons: James H. McBurney, Chairman of the committee, Dean of the School of Speech, Northwestern University, Evanston; Bower Aly, Editor of the Quarterly Journal of Speech and Professor of Speech, University of Missouri; Columbia; Orville Hitchcock, Executive Secretary Elect of the Speech Association of America, and Professor of Speech, State University of Iowa, Iowa City, Iowa; Loren D. Reid, Executive Secretary, Speech Association of America, and Professor of Speech, University of Missouri, Columbia; and

Karl R. Wallace, Head of the Department of Speech, University of Illinois, Urbana. Consultants to the committee were Hale Aarnes, Chairman, Department of Radio Education, Stephens College; Henry J. Ewbank, Professor of Speech, University of Wisconsin; Grant Fairbanks, Editor, Journal of Speech and Hearing Disorders, Professor of Speech, University of Illinois; Barnard Hewitt, Editor, American Educational Theatre Journal, Professor of Speech and Theatre, University of Illinois; and Wesley Swanson, Professor of Speech and Theatre, University of Illinois.

The Chairman of the Contest Committee worked closely with both groups during the preparation of these recommendations. Excellent cooperation and a sincere desire to improve music and speech education was evident at all times by both the representatives of the Music Educators National Conference and the Speech Association of America.

Recommendations. It is recommended that:

- (1) The recommendations prepared by the Music Educators National Conference and the Speech Association of America constitute the recommendations of the North Central Association with respect to suggested programs of music and speech education.
- (2) That the Commission on Secondary Schools request a sufficient appropriation to publish in brochure form these recommendations for nation-wide distribution at a nominal cost.

(3) That State Committees of the Association make a determined effort to encourage implementation for improving programs of music and speech in each of the member school of the various states of the Association.

(4) That the Chairman of each State Committee contact in each state both the Director of Extension of the State University and the Superintendent of Public Instruction, or the Commissioner of Education, encouraging each to assist in the implementation of the proposed programs in music and speech.

(5) That the Contest Committee in general, and its Chairman in particular, do all possible to encourage school administrators and school boards to give serious consideration to the curricular needs of boys and girls with respect to music and speech.

(6) That each State Chairman contact the executive officer of the school board association in his state encouraging a program of informing lay people the needs for education in music and speech.

(7) That the contest element be handled in each member school in accordance with the general principles in the recommendations presented by the music and speech educators.

II. Art. The Chairman of the Contest Committee was not able during the past year to make the appropriate contacts with the art educators that he was able to make with the music and speech educators.

This inability was due solely to a matter of time, and is not to be construed as a failure of art educators to cooperate. The Chairman has now established contacts with the office of the National Art Educators Association so that further work and study can be accomplished. It is, therefore, recommended that the Contest Committee in general, and the Chairman in particular, work with the officials of the National Art Educators Association so that further work and study can be accomplished. It is, therefore, recommended that the Contest Committee in general, and the Chairman in particular, work with the officials of the National Art Educators Association during the coming year in an effort to formulate recommendations with respect to art education in the secondary schools, such as has been done with respect to music and speech during the past year.

RECOMMENDATIONS OF THE CONTEST COMMITTEE
OF THE NORTH CENTRAL ASSOCIATION
WITH RESPECT TO SPEECH

As Prepared and Submitted to the

CONTEST COMMITTEE

by the

SPEECH ASSOCIATION OF AMERICA

A PROGRAM OF SPEECH EDUCATION*

PART ONE: POINT OF VIEW

I

A speech teacher of ancient Rome once observed that God had distinguished man from all other creatures by no other means so powerfully as by the gift of speech. A modern novelist has declared that all life comes back to the question of our speech, the means by which we communicate with one another. If the observations of the

*In presenting this statement concerning speech education, the Speech Association of America is aware that in part the statement applies also to written communication. Taken as a whole, however, the statement stands for the special values that speech education can make to the personal and social development of youth in a democratic society whose vocational, professional, civic, and cultural values are realized in everyday communication through speaking and listening.

ancient teacher and the modern novelist are sound -- and most thoughtful persons agree that they are -- then education for the effective use of speech is paramount for the individual and for his culture.

Speech education is determined by fundamental facts representing some of the contributions made by students of psychology, linguistics, sociology, political science, and communication, as well as by speech scientists. The basic facts are few; taken together they support a philosophy of speech education.

II. THE BASIC FACTS OF SPEECH

1. Speech is learned, not inherited: Speech becomes so much second nature that men sometimes regard it as a physical inheritance like eyes or hands or feet. But every member of the human race has to acquire his speech; he brings none of it with him. A significant part of this tremendous feat of learning is accomplished by most people before the age of six, i.e., before school age.

2. Speech is complicated: Considering the hindrances to the creation and communication of a single thought, human beings may marvel that they understand each other even as well as they do. One reason for the complexity of speech is that no single organ of speech exists. The eye sees, the ear hears. What organ speaks? Not the tongue, for all the poet's metaphor. Not the lungs alone, nor the larynx, nor the brain, though all are involved. Speech is a secondary function of many organs, each of which has a more

pressing vital function: the throat is used in speaking, but its chief function is swallowing; the lungs supply the column of air for speaking, but only as an incident to maintaining the breath of life; the ear has an important function in speech, but its primary obligation is to hear. In a sense, the whole human body is involved in every act of speech.

Language behavior is virtually equivalent to thinking behavior. Although language may be of different kinds -- such as the language of mathematics and of music -- the language of words is universal. Accordingly, whatever improves the use of language improves the individual's ability to think. Education is always interested in the development of thinking. One way to develop thinking is to develop speech. Through planned experience in speaking comes growth in thought and speech.

3. The act of speech is unified: Whereas the human being has certain senses for inward impression -- such as sight, taste, touch, smell, and hearing -- he has, in an overwhelming number of life situations, the single means of speech for outward expression.

The human being is most human when using language. Unlike other animals, man can use speech to point to objects and events not immediately present to him and to others; he can talk and reason about his past and plan for his future, and for such purposes he has developed a grammar, a rhetoric, and a logic. Education is always deeply concerned with humanity and with personal adjustments peculiar and proper to the human being. In seeking to

develop effective use of speech, education is meeting man on his most human level, for speech and thought are so interdependent that no one is likely ever to make a clear distinction between them. In the human and social sense the mind is made of language; and for nearly everyone the major language is the speech learned in childhood.

4. The requirements of speech vary in different cultures:

In the simple culture of rural America in 1850, personal anomalies of speech created relatively simple problems. The Illinois farmer in 1850, for example, probably did not require ten per cent as much speaking as most citizens of Chicago do today. If the farmer chanced to have an impediment in his speech, personal consequences might or might not have been unfortunate; but the social and vocational results were not highly significant. The geometric progression of complexities in modern life has magnified the importance of ready speech for every active member of our society and at the same time has placed heavy stresses upon the channels of communication. In a complex urban culture, the man who cannot speak well is often handicapped just as surely as the man who cannot hear well: often they are the same person. In a great city, a man who is ill in his speech may be just as unemployable as one who is deficient in vision.

Realizing all that is involved in the creation and communication of thought in our increasingly complex culture, responsible Americans should consider means of helping those persons whose

physical basis for speech is inadequate but perhaps remediable. In an era when every man counts, effectual measures should be taken to redeem the speech handicapped.

III. SPEECH AND THE CITIZEN

What of the great body of people whose speech is acceptable? What do they require of speech, and what is required of them?

The stresses of the times and the need for easy communication are present for those of normal speech just as they are for the handicapped. The grouping of people in cities, the developments in the technology of communication, the impact of the moving picture, radio, and television on American culture, and the necessities of modern production merely suggest the ways in which speech problems have multiplied. The problems of communication have not merely increased in number: they have developed to unprecedented intensity. With the coming of radio and television language has entered into a new age: speech has been given a fourth dimension whose potential can hardly be estimated. Apparently more people must talk and more must listen today than ever before, not only because there are more people but also because they have more problems -- and because they live closer together. In the union hall, in the board meeting, and in the council chamber; in consultation, in conference, and in negotiation; from the pulpit, from the platform, and from the radio and the television set talking goes on to one listener or a million. Arguments are

developed, appeals are made, propaganda is insinuated into the minds and spirits of the people. How do they respond?

Communication makes possible group living; and speech, as the chief means of communication, is the universal instrument of social cooperation and coordination. From the most ordinary conversation to the most complex political discussion, speech is used more often and more widely than any other means of communication. The world of today is for most persons a speaking and listening world. It is a world, furthermore, that the great majority of youth must learn to live in without the privilege of higher education. Youth, then, must have mouths that speak and ears that hear. "Without speech I can exist," said the sage, "but I cannot live."

Speech appropriate to group living is characteristic of the individual who gets along well with others. Personality traits and attitudes seem to be most often revealed in speech, and significant development in speech is usually accompanied by significant gains in personality. Successful communication depends upon the understanding, respect, tolerance, and sympathy which speaker and hearer have for each other. Accordingly, certain attitudes should become intimately associated with speech and speaking situations. They are the attitudes of helpfulness, cooperation, tolerance, inquiry, concession, admission, self-reliance, honesty, and conviction. Although some of these may appear more sharply in one speaking experience than in another, they are the attitudinal bases of informal speech and group discussion, of dramatics and the oral

interpretation of literature, and of public speaking and debate. In speaking, as in any other learning experiences, such attitudes should be rewarded and reenforced, and antisocial attitudes, such as belligerence and egotism, should go unrewarded.

In a free society, the welfare of all the citizens depends ultimately upon public opinion. If they do not have the ability to form wise judgments on the basis of information and arguments presented to them, then the wise and unwise will suffer together the consequences of their mutual failure to present and to comprehend wise courses of action. That men should be able rightly to conceive policies, effectively to communicate them, and readily to understand them is a matter of first importance.

If we are not to be deluded by the fraud that government by decree is safer than government by discussion and debate, then all our people must be made increasingly able to participate effectively in public affairs -- in the union, in the church, in the corporation, in the legislative assembly, and in the Congress. A citizenry able to differentiate between sound and fallacious reasoning, to distinguish between acceptable and shoddy evidence, to tell an honest speaker from a verbal swindler -- this is the minimum essential for the survival of a free and responsible society in a chaotic world.

IV. SPEECH AND THE LEADER

In The American Commonwealth Lord Bryce set forth the ideal that every citizen in a free country should be able to formulate

his opinions on public policies and to defend those opinions with arguments. Bryce readily admitted that in practice perhaps not more than one voter in twenty is so ideally equipped. The nineteen lack the ability or the information to deal with the issues of the day; or they have become so engrossed with private affairs that they have no time for public business. But if the twentieth man has the time, the energy, and the ability to state the right propositions in the right way, the nineteen may be able to reach the right conclusions.

What is the usefulness of speech to the twentieth man, the leader in the enterprises of labor, industry, and government? The leader in any group not dependent immediately on force must employ the twin arts of discourse: discussion and debate. Discussion, chiefly a method of inquiry, is a way groups of people learn: it is a means of discovering alternatives. Debate, chiefly a method of advocacy, is a way groups of people develop alternatives. As experience demonstrates, when the arts of discourse are corrupted, when the channels of communication are clogged, men resort to violence as the final arbiter. Doubtless that is one reason why the founders of the American Republic set so many safeguards around the right to speak and the correlative right to listen. For the right to make inquiry (i.e., to discuss) and the right to advocate one's convictions (i.e., to debate) are firmly fixed in the Constitution of the United States. The right to be heard by a jury is even older than the Constitution. At the heart of true

citizenship in any organization -- social, economic, or political -- lies the right and the obligation to utter in the most effective possible way what one believes to be true.

The twentieth man, the leader, must perforce accept the obligation with special care and purpose. Upon his ability to explain, to clarify, and to advocate his judgments rests the welfare of his group and, in the long run, of his nation and his culture.

V. SPEECH AND THE SCHOOLS

The functions of the arts of speech in a democracy have been set forth because their state is critical. A generation ago John Dewey declared the essential need of the day to be "the improvement of the methods and conditions of debate, discussion, and persuasion." The situation has not changed for the better. Systematic instruction in speech is one of the oldest and most significant of the tasks entrusted by the American people to the schools. Indeed the relation between the schools and instruction in discussion, debate, and persuasion is much older even than America. The earliest schools known to the Occident dealt with a problem essentially similar to the one current today: How can we make boys and girls more useful when they talk? The consequences of the neglect of speech education can be observed in the lack of social intelligence. Unless we heed Dewey's injunction to improve the methods and conditions of debate, discussion, and persuasion, we may find ourselves lacking the basis for a technological or any other culture.

We have long lived without atomic science. Whether we can live with it in the dignity of freedom depends in large measure on our ability to solve our problems through the intelligent use of the spoken word.

Discussion and debate serve democracy, and in turn democracy preserves and fosters personal integrity that springs from freedom of speech. The interaction of discussion and freedom of speech preserves personal integrity -- personal conviction. In our society any speaker is free to declare, in effect, "I am saying what I believe in the way that I think best for the good of all who hear me." In a tyrannical society, he must say, in effect, "I am saying what I am told to say in a way approved by the Dictator for his benefit." The difference between these two statements marks the difference between personal integrity and the lack of it. To encourage and preserve discussion and debate as we know them is to preserve freedom of speech. To preserve freedom of speech is to preserve integrity in all social relationships in which communication makes a difference.

PART TWO: SPEECH AND GENERAL EDUCATION IN THE SCHOOLS

In keeping with the values and goals of speech education expressed above, school programs should give all pupils opportunities to improve their speech through guided experience. The essential speech activities are part of a common learning program. They are the universal means through which basic information

is acquired and social adjustments made both in and beyond the school. Through them personal relationships are facilitated or hindered; through them individuals and groups seek understanding, decision, and action.

I. Tests of Speech and Hearing

1. Speaking: Since difficulties in voice and articulation impede communication and are sometimes associated with social maladjustment, every pupil should know whether his voice and articulation are adequate. If his speech does not meet minimum standards, he is entitled to counsel and aid.

Although judgments and informal tests can be made by any teacher of speech, diagnosis and training in remedial speech should be undertaken by or under the guidance of a qualified speech correctionist. In cooperation with medical and counseling services available in the school and community, the correctionist can undertake adequate diagnosis and prescribe proper therapy. The correctionist can often help pupils individually, and can sometimes aid other teachers to facilitate speech improvement in group situations. An increasing number of states have standards of certification for speech correction teachers. In addition, the American Speech and Hearing Association certifies the clinical competence

of its members and carries on studies designed to improve the standards and education of speech clinicians.

2. Hearing: Since the ear guides the act of speaking, every student should know whether his hearing is normal; one who has a hearing loss damaging to the perception of his speech and that of others is entitled to appropriate help. Such diagnosis and help should require the cooperative services of medical and speech specialists. Simple hearing tests, such as large-scale screening tests required in many states, can locate pupils who need the attention and treatment of specialists. In many schools hearing is tested during the regular physical examination.

II. Speech and Learning Situations

1. General Observations: Speech is learned, not instinctive, behavior. Acquiring speech through trial-and-error and imitative methods in early life, most young people upon entrance to high school can communicate well enough to "get along" with their fellows. But if their speech is to develop appreciably beyond the minimum level, the guidance of good teachers is essential.

In the general curriculum the method of teaching may consist chiefly of planned experiences in which the

practical speaking is emphasized and the knowledge of principles is subordinated, though not omitted. Speaking experiences should be planned (a) to meet the needs of the pupil who may never have the opportunity to take a formal course in speech, and (b) to meet the social, political, and economic needs of the individual in a democratic society.

Experiences may be developed effectively within a core curriculum; invariably they should be adapted to the plan of general education in the school.

Workable and progressive patterns of speaking experiences have proved valuable in general courses devoted to written and oral communication, general science, social science and the language arts. Successful integration of speaking and listening with such courses requires the knowledge of a person trained in speech, who may function as a counselor and planner and often as participating teacher.

2. Kinds of Experience in Speech: The kinds of experiences recommended can best be suggested by reference to their immediate ends: (a) to make inquiry and to disclose information; (b) to ascertain the truth and advocate it; (c) to understand literature and interpret it; (d) to know the drama and participate in it; (e) to evaluate the dynamic powers of radio, television,

and the motion picture, and to respond intelligently to them.

For each of the speaking experiences a correlative listening experience exists which is not less important than speaking. The student who would obtain and disclose information must be willing to hear it.

Anyone who would advocate should also listen. Whoever would interpret literature should be able to enjoy its presentation by others. Those who would really know the drama must be able to observe as well as act.

Meaningful radio and television programs require the cooperation of the listener.

(a) To make inquiry and disclose information: Experiences in making inquiry and disclosing information can be found in interviews; introductions; reports; explanations of basic concepts (such as occur in economics, civics, science, literature, history); explanation of processes (how something is done or made, how a simple mechanism works, how a society or club operates, how bodily processes function, etc.); explanation of the causes of a social movement or phenomenon; conferences; biographic sketches; reading aloud of informative materials; job and vocational requirements.

Such endeavors in the school program encourage the

gathering of information from persons, reading, and observation; habits of clear organization and presentation; building of a functional vocabulary; the experience of direct, two-way communication with an audience of one's peers; the satisfaction of making useful contributions to others; listening with accuracy.

- (b) To ascertain the truth and advocate it; Experience in discussion can be designed (1) to examine problems that spring out of general education materials and processes, and (2) to produce, express, explain, and support opinions, to develop a feeling for the attitudes necessary to making admissions, concessions, and compromises in order to reach group agreement, and to provide experience as participants and as leaders. Such discussion should help to build the attitudes essential for effective participation in democratic processes, to afford training in how to take part in and to conduct meetings, to follow the path of give-and take talk, to arrive at the issues of a problem and to clarify them, to evaluate on-the-spot evidence and facts, and to develop respect for straight argument and logical reasoning.

Experiences in advocacy can be found in the organization of management of clubs, in the practise of

parliamentary law, in the discussion of controversial issues, in the debating of live propositions, and in the extemporaneous, persuasive speech prompted by the problems growing out of general education courses and out of a speaker's conviction that he has a position to recommend to his hearers for acceptance.

Persuasive speaking holds certain personal and social values not directly associated with informative speaking: sense of public responsibility for one's views on controversial questions; personal integrity and confidence that springs from conviction and the successful presentation of the grounds of conviction.

- (c) To understand literature and interpret it: Experiences in understanding literature and interpreting it can be provided only through good literature whose full meaning requires oral expression. The reading of prose and poetry aloud encourages full mental and emotional responsiveness to written symbols. Close and accurate observation of printed matter enlarges the spoken vocabulary and illustrates the satisfaction derived from communication which gives pleasure to others.
- (d) To know the drama and interpret it: Experiences can consist of original dramatizations of significant events dealt with in the general curriculum and of productions of standard plays which in whole or in part are adapted to the content and activities of the general curriculum

and of productions of standard plays which in whole or in part are adapted to the content and activities of the general curriculum. Creating and playing roles develops insight into human emotional and aesthetic values; expressiveness of voice and body is enhanced; the foundation is laid for the appreciation of the cultural contributions of the theater and dramatic literature.

- (e) To evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them; Experiences in radio listening and in evaluating of program content can be provided in almost any classroom; many classrooms can provide experiences in television. As a motivating force in a speech program and as a means of providing further insight into radio and television, programs can be developed; if other facilities are not available, a room-to-room or public address system broadcast can be used. Although few schools can afford to make motion pictures, many schools use educational films. These, and the professional entertainment film, can be employed to study the film, as an art and a means of mass communication, with attention to production methods and social effects.

PART THREE: SPEECH IN SPECIALIZED EDUCATION

Beyond the learnings in speech essential to all students, schools should provide additional opportunities to challenge those who may have special interests and aptitudes, to train those who may take leadership roles, and to serve those who realize that speech is essential to their vocational and professional activities.

In specialized education instruction in speech becomes more systematic and intensive than is possible in general education. Teaching, therefore, centers on two main purposes: (a) understanding of the principles, causes, and conditions which promote success in speaking effectively, and (b) guided experience marked by direct application of principles to practice. These purposes are achieved both by courses in speech in the school curriculum and through high level experience in school activities outside the classroom.

1. In the School Curriculum

The diversity of educational activities and the resources of schools determine the kind and extent of instruction. Nevertheless, the essentials of a sound minimum program may be suggested in the following central topics:

1. Fundamentals: How speech sounds are made, care and improvement of the voice, the essentials of distinct

utterance and acceptable pronunciation, poise and self-management, personality and speech.

2. Reading Aloud: The application of principles to a variety of materials and activities, including choral and group reading.
3. Discussion: Its values, aims, and chief forms, including procedure adapted to the conference and committee.
4. Debate: Its aims, methods, and practices, including its relation to discussion, to parliamentary law, and to the functioning of our society.
5. Public Speaking: Its aims, methods, and chief forms.
6. Drama and Theater: The qualities of a good play, the social and personal values of play participation, acting and role-playing, representative plays, and the creation of one's own play.
7. Radio, Television, and Motion Picture: The qualities of an effective broadcast, the differences between radio and television, the demands of radio and television on the speaker and listener, and the functioning of radio and television in our culture; the purposes, chief production methods and techniques, and the social effects of the motion picture.

The requirements of the radio medium can be met

by the adaptation of the materials and experience included within each topic.

In practice the seven topics appear in high school courses in various combinations:

- (a) A two-semester course, frequently called Fundamentals of Speech or Oral Communication, during the Junior year and dealing with all six topics.
- (b) A two-semester course devoted to fundamentals, discussion, debate and public speaking, and a semester course devoted to reading aloud and drama and theater.
- (c) A semester course centering on fundamentals and reading aloud, a semester course on discussion, debate and public speaking, and a semester course on drama and theater.
- (d) A semester course dealing with discussion, debate and public speaking, with some attention to fundamentals and reading aloud.
- (e) A semester course dealing with the personal and social implications of radio, television, and the moving picture.

The number and character of the special courses must extend and complement the experiences in speech provided in the general education offerings of the school.

The educational record of the teacher who develops and participates in the speech program should disclose specialized college or university training in the seven topics above. If speech is the major teaching subject the teacher may have emphasized (1) oral reading, theatre and drama, or (2) public speaking, discussion and debate, or (3) radio and television; nevertheless, the teacher will have had supporting courses in all areas of speech. In semester hours the record will show 20-26. If speech is the second teaching subject, the teacher will have had at least one course in each area of speech; in terms of semester hours the teacher's record will show 16-20.

Equipment and Supplies. For the proper testing of speech and hearing an audiometer is essential; a machine for recording speech is standard equipment. The speech correction teacher requires tests and materials for examination and retraining procedures.

Play production is most readily carried on with modern theatre facilities, but where a stage and auditorium are not available much can be accomplished with adequate space and seating arrangements and with minimum materials for scene construction and lighting. Adequate time and space for rehearsal and for scene construction are the great essentials.

The classroom ordinarily affords satisfactory surroundings for most experiences in discussion and speechmaking. Arranging seats to permit face-to-face talk facilitates discussion.

An adequate debate program is absolutely dependent on ready access to a good library or to the latest books or articles on the proposition debated.

A good program in radio, television, and the mass media requires a motion picture projector, a tape recorder, a microphone, a radio, and (when practical) a TV receiver. Much can be done with radio speaking if a public address system is available and if acoustics are reasonably good. The large school may desire a radio studio to permit preparation for occasional broadcast programs. If programs are to be transcribed for later presentation, recording equipment of good quality should be available.

II. In Extra-curricular Activities

The chief educational goal of extra-class and interscholastic activities in speech must be clearly comprehended. Such activities give the pupil of special aptitude an opportunity for more intensive and extended experience than is possible either in formal courses or in the general education program. In the small school they may provide the only training in speech.

Principals and teachers therefore should treat the interscholastic speech activities as having educational values identical with those that govern classroom instruction in speech. Accordingly, these recommendations are offered:

1. That extra-class events be regarded as the counterpart of curricular instruction.
2. That extra-class events be integrated as closely as possible with class instruction.
3. That extra-class speech activities be taught by a person whose qualifications are in every sense equal to those of persons teaching speech in courses.
4. That the person teaching speech activities be given every right and privilege of other teachers, including the right to have the extra-class teaching counted in the teacher load.

Standards in extra-class instruction in speech cannot be maintained unless teachers and administrators conscientiously observe these recommendations. Even the most highly qualified teacher of speech activities requires time and energy for them. Speech events guided by a teacher of inadequate and narrow preparation or by one whose burden of duties permits only superficial last-minute preparation cannot well be expected to develop or continue an adequate speech program.

The wise principal and the qualified teacher, furthermore, should be mindful of the standards, forms, and regulations in speech activities which are determined and administered by state or national associations. The North Central Association and the Speech Association of America recommend that all groups which sponsor and

administer speech contests keep in close touch with each other; that they seek advice and counsel of teachers of speech through their state and national organizations with a view to constant improvement of the speech events they administer. Such associations are concerned with the number and kinds of activities, the length of the season in each event, the encouragement of broad local participation, the educational goals of activities, criteria for the evaluation of events, the choice of qualified critic judges and observers, and the schedules. The responsible agencies do not seek to legislate uniformity in these matters; rather they make it possible and convenient that students and teachers, meeting together on an interscholastic basis, may gain much from mutual observation, evaluation, and comment on common enterprises in speech.

Recognizing that interscholastic speech contests tend to become institutionalized and slow to change to meet modern social conditions, and believing that schools and teachers everywhere would be helped in their efforts to improve contests, the NCA and the SAA join in making the following recommendations:

1. Keeping the educational values of speech in today's society in mind, teachers and administrators should evaluate the aims, methods, and procedures of speech activities as they now exist. Although the names and forms of activities vary considerably, the following titles are widely used: public speaking, oratory, radio speaking, debate, dramatics, oratorical declamation,

humorous reading, dramatic declamation, prose reading, verse speaking, choral reading. Are all these events as appropriate today as they may have been 20 years ago? Does declamation (the memorized reading), for example, find a place among communicative situations today?

2. In events devoted to the oral reading of prose and poetry for appreciation and pleasure, reading from the page rather than speaking from memory should be encouraged. Some experiences in sight reading should be offered.
3. An event devoted to and emphasizing group discussion would appear to be highly desirable. Such an event should be genuinely motivated toward the acquiring of understanding and technique in committee and conference procedures as well as in discussion as an enterprise in group learning.
4. The teaching of debating should be extended to include in addition to the traditional forms, other procedures, especially those of the legislative type. The Moot Court, the Debaters Assembly, and the Student Congress all provide useful and possibly interesting variants from standard forms and all seem well designed to meet the essential purpose of scholastic debate, i.e., the teaching of advocacy. In all school debates greater emphasis should be placed on the speakers' talking to

an audience. Possibly desirable or necessary as an exercise or as a rehearsal, tournament debating in an empty room can not be justified as an end in itself. Does not every student of debating have the right to speak before a genuine audience at least as often as he speaks in a tournament rehearsal?

5. Events concerned with public speaking should emphasize extemporaneous speaking, i.e., the original speech which is carefully prepared but whose language is not memorized word-for-word. An event might be the panel-forum and any event could well require questions from the audience.
6. Activities planned to provide experiences in radio and television should include speaking, acting, writing, and producing, as well as listening. The planning and management of broadcasts are useful not only as a method of mastering of techniques but also as a motivating factor in learning essential principles of speech and as a means of developing intelligent listening.
7. In dramatic contests, good plays should be chosen to meet the needs of students, school, and community. The stock contest piece is too often undertaken merely because it has been a "winner."
8. The types of awards, the method of awarding them, and the manner of presenting them should be carefully examined with a view to their educational and psychological

implications. To encourage the proper response, interscholastic meetings might well be called festivals or conferences rather than contests. The students' work may well be evaluated by the use of general categories such as superior, good, average. Contestants should have the opportunity to learn the bases of the judge's or critic's evaluation of their work. Interscholastic meetings will attain their greatest value when participants and teachers ask first, "How can we improve?" not "Who won?"

Extra-class occasions for speaking should be as real and as meaningful as possible. In speaking, discussion, and debate, subjects and problems can often be in tune with the interests of the school and the community. Opportunities are afforded by the school assembly, clubs, the school council, class meetings, and the like; civic groups often welcome students who are prepared to offer them something of interest. Plays, and scenes from plays, can be chosen not only for their entertainment values but for their insight into basic human problems, character, and behavior.

APPENDIX C

QUESTIONNAIRES

ILLINOIS STATE NORMAL UNIVERSITY

Normal, Illinois

April 1, 1951

To the Administrators
of High Schools Belonging to
North Central Association:

As a member of the North Central Association, you are cordially invited to participate in an extensive study which is now being made of the inter-scholastic forensic contests at the secondary school level. By this procedure I hope to analyze the reactions of secondary school administrators, directors of forensics, high school students, and laymen regarding the effectiveness of and problems encountered in conducting forensic contests. The questionnaire that is being used for this research is a part of this booklet.

You will note that this questionnaire consists of two parts: one for the administrator and one for the director of forensics or the teacher of speech, whichever the case may be. I trust that you and your teachers of speech will be able to cooperate with this study as your answers will be a vital part of the outcome of this research.

A self-addressed envelope is enclosed for your convenience in returning the questionnaire to me. Your prompt reply will greatly facilitate the tabulation of the data.

Very truly yours,

A handwritten signature in cursive script, reading "G. Bradford Barber".

G. Bradford Barber
Assistant Professor of Speech

PART I. THE FOLLOWING ITEMS ARE TO BE FILLED IN BY THE SECONDARY SCHOOL PRINCIPAL

Unless otherwise required, please indicate your response by placing an "x" in the proper blank.

1. Name of school _____ City _____ State _____

2. Size of school Over 1000 _____ 250-1000 _____ Under 250 _____

3. Type of school Public _____ Private _____ Parochial _____

4. Please check the Forensic Leagues or Organizations to which your school belongs.

a. The State League _____

b. A Conference _____ The same as the athletic conference? Yes _____ No _____

c. The National Forensic League _____

d. The Masque and Gavel _____

e. Others (Please name) _____

5. Are your forensic activities directed by a full time teacher of speech? Yes _____ No _____

6. Your experience, how often have you observed that the following characteristics and tendencies evidenced by high school students were directly traceable to participation in INTERSCHOLASTIC FORENSIC ACTIVITIES. (Please indicate your response by a check (✓) in the desired column.)

	Seldom or Never	Occa- sion- ally	Fre- quent ly
Improved scholarship			
A desire to remain in school			
A desire to leave school			
Intellectual growth and development			
Social cooperation			
An appreciation of citizenship in a democracy			
An appreciation of leadership			
An appreciation of worthy home membership			
An appreciation of improved discipline and school spirit			

7. Using the above guide list, place a cross (+) in the appropriate column for all characteristics and tendencies which you have observed are as likely to occur from participation in INTRAMURAL forensic activities.

8. Listed below are a number of avowed desirable outcomes of debating. Will you please evaluate these outcomes from the point of view of interscholastic competition? Please encircle "0" if contest debating fails to develop the desired outcome; "1" if contest debating is important in developing this outcome; "2" if the outcome would be developed through interscholastic competition and could not prevail in a program of intramural contests; and "3" if the outcome would be developed as effectively through participation in an intramural program as through participation in interscholastic contests. (You may check two items if you desire.)

Efficient use of the library	0	1	2	3
Thorough and accurate analysis of reading materials	0	1	2	3
Ability to analyze arguments	0	1	2	3
Distinguish between the vital and unimportant facts	0	1	2	3
The need of proving statements	0	1	2	3
The need of supporting evidence and sound reasoning -- and to demand the same of others	0	1	2	3
To present ideas in a clear and effective manner and in a way that will appeal to his listeners	0	1	2	3
To think under pressure	0	1	2	3
Training in leadership	0	1	2	3

9. Students do miss some school time to participate in interscholastic forensic contests. Do you consider this loss of time to be a. (1) _____ major problem; (2) _____ difficult problem; (3) _____ problem; (4) _____ minor problem; (5) _____ not a problem in this school.

10. The financial support of interschool forensic activities in your school represents a. (1) _____ major problem; (2) _____ difficult problem; (3) _____ problem; (4) _____ minor problem; (5) _____ not a problem in this school.

11. What do you consider the most appropriate procedure for financing forensic activities?

- a. _____ By the Board of Education
- b. _____ By student activity tickets
- c. _____ Participating students to pay their own expenses
- d. _____ The activity should be self-supporting

12. From your experience, do you believe that the substitution of "intramural" programs would be (1) _____ superior to the present competitive system, (2) _____ just as effective in developing desirable traits in high school youth, (3) _____ inadequate as a replacement of the present competitive system.

13. Adequate supervision of students while on trips to participate in interscholastic forensic contests is a. (1) _____ major problem; (2) _____ difficult problem; (3) _____ problem; (4) _____ minor problem; (5) _____ not a problem in this school.

14 Check each of the following characteristics that you consider to be **inherent** in **competitive interscholastic** forensic contests.

- a. ☐ Too few students in activity
- b. ☐ Teachers tend to dominate the activity
- c. ☐ Financial outlay is too heavy
- d. ☐ There is too much duplication in contests
- e. ☐ The organizations are dominated by outside interests
- f. ☐ There is a lack of centralized policy in the management of the activities
- g. ☐ Too many conflicts occur in the scheduling of events
- h. ☐ The judging is inefficient
- i. ☐ Too much emphasis is placed on winning
- j. ☐ Motivation is artificial and thus contrary to good educational practice.

IDENTIFICATION ITEMS: Please use your own secondary school experience as the basis for answering these items.

1. High school from which **you** graduated _____ (City) _____ (State)
2. Size of school. Over 1000 _____ 250-1000 _____ Under 250 _____
3. Present position _____
4. Indicate number of years you participated as a student in high school **INTERSCHOLASTIC** forensic contests by encircling the appropriate number. 0 1 2 3 4
5. Indicate your age by encircling the appropriate age group. 21-30 31-50 over 50

PART II. TO BE FILLED IN BY A TEACHER OF SPEECH OR THE DIRECTOR OF FORENSIC ACTIVITIES

Unless otherwise required, please indicate your response by placing an "X" in the proper blank.

1. Please list the subjects you teach.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. Is school time allowed for meeting with students engaged in extracurricular activities? Yes _____ No _____
3. If answer is yes, please indicate how much time is allotted _____
4. How is your classwork handled when you are away for contests?
 - a. Substitute teachers provided _____
 - b. Substitute teacher hired by you _____
 - c. Students stay in the study hall _____
 - d. Other teachers take over your classes _____
 - e. Other arrangements (Describe briefly) _____
5. How many students participate in your extracurricular forensic program?
 - a. Freshmen _____
 - b. Sophomores _____
 - c. Juniors _____
 - d. Seniors _____
 - e. Total _____

How many of those included in Item No. 5 participate in at least one **interschool** contest each year? _____
6. How many students are enrolled in your high school? _____
7. How many tournaments do you participate in during the year? _____
- How many dual or triangular meets do you have? _____
8. Much has been written concerning the problem of interscholastic forensic competition. From your experience, please rate the five suggestions that follow from 1 to 5 with "1" indicating the least difficult and "5" the most difficult problem to handle.
 - a. _____ Administrative details
 - b. _____ Financial details
 - c. _____ Proper supervision of students on trips
 - d. _____ Emotional reaction to winning and losing
 - e. _____ Lack of uniformity in judging
9. Much has been said concerning the relative values of **intramural** and **interscholastic** competition. Please check the descriptive term which you believe best describes the adequacy of **intramural** competition as compared with **interscholastic** competition.
 - a. _____ Intramural excels interscholastic competition
 - b. _____ Intramural is somewhat better than interscholastic competition
 - c. _____ Both are equal
 - d. _____ Intramural is slightly inferior to interscholastic competition
 - e. _____ Intramural is definitely inferior to interscholastic competition

12. Below are listed a number of accepted objectives of high school debating. Please check those objectives which you believe would be developed as fully under a non-competitive as under a competitive interscholastic forensic program.

- a. ☐ Trains students to think for themselves
- b. ☐ Trains students to evaluate existing problems
- c. ☐ Trains students to express ideas in a clear and coherent manner
- d. ☐ Provides training in citizenship
- e. ☐ Helps train students in the evaluation of evidence
- f. ☐ Provides good library training
- g. ☐ Provides training in organizing materials
- h. ☐ Encourages thoughtful reading
- i. ☐ Encourages students to evaluate evidence when it is presented
- j. ☐ Helps students appreciate both sides of a question

13. Please indicate your conception of the goals of the interscholastic forensic program.

- a. ☐
- b. ☐
- c. ☐
- d. ☐
- e. ☐

14. It has been suggested that the secondary schools should be evaluated in terms of NINE BASIC NEEDS OF YOUTH. These "needs" are listed below. Please encircle "0" if you feel the interscholastic contest fails to contribute to the development of the "need"; "1" if there is some contribution; and "2" if the forensic contest program makes a major contribution.

- a. Mastering the tools of communication 0 1 2
- b. Developing a strong body and a sound attitude toward it and toward good health practices 0 1 2
- c. Developing satisfactory social relationships with other adolescents and adults 0 1 2
- d. Understanding and appreciating the values of family life together with a desire for and the ability to improve family living 0 1 2
- e. Acquiring knowledge of, practice in, and zeal for democratic processes 0 1 2
- f. Learning to be intelligently critical of the social heritage 0 1 2
- g. Becoming sensitive to the importance of group action in the attainment of social goals and proficient in the skills involved in such action 0 1 2
- h. Becoming an effective consumer 0 1 2
- i. Becoming occupationally adjusted 0 1 2
- j. Developing meaning for life 0 1 2

15. Please evaluate each of the following activities in relation to its importance to the development of youth. Place a check mark in the appropriate column.

	Very Important	Important	Of Some Importance	Of Little Importance	Of No Importance
Debate	☐	☐	☐	☐	☐
Humorous Declamation	☐	☐	☐	☐	☐
Dramatic Declamation	☐	☐	☐	☐	☐
Oratorical Declamation	☐	☐	☐	☐	☐
Original Oratory	☐	☐	☐	☐	☐
Extempore Speaking	☐	☐	☐	☐	☐
Poetry Reading	☐	☐	☐	☐	☐
Radio Announcing	☐	☐	☐	☐	☐

16. To make this research study more complete, it has been suggested that judgments of high school students and laymen should be evaluated. Would you be willing to distribute a questionnaire to those students actively engaged in interscholastic competition and return their responses to this interviewer? Yes _____ No _____

17. Would you be willing to write to five of your former students, who are not now in college, sending them a questionnaire and urge them to cooperate in the study? Yes _____ No _____

18. If your answer is "Yes" to either of the above, please record your name and mailing address below.

19. Please feel free to write any additional comments or suggestions.

IDENTIFICATION ITEMS:

- 1. High school from which **you** graduated _____ (City) _____ (State)
- 2. Size of school. Over 1000 _____ 250-1000 _____ Under 250 _____
- 3. Present position _____
- 4. Indicate number of years you participated as a student in high school INTERSCHOLASTIC forensic contests by encircling the appropriate number. 0 1 2 3 4
- 5. Indicate your age by encircling the appropriate age group. 21-30 31-50 over 50

ILLINOIS STATE NORMAL UNIVERSITY
Normal, Illinois
January 25, 1952

To the Forensic Director:

Thank you for your cooperation in returning the questionnaire on Interscholastic Forensic Activities which was sent you last spring. Also, your willingness to help in securing the reaction of students and laymen to the forensic activities is greatly appreciated.

You will find enclosed three questionnaires for high school students and two for laymen who are qualified, in your estimation, to assist in this project. I prefer to ask laymen who are not engaged in educational work in order to avoid duplicating the sample.

The procedure should not require more than a few minutes for each student. If you prefer, allow the students to take the paper home over night. It is not necessary to limit the study to the most experienced group, however, the more mature students should be expected to give more thought to their answers. For the laymen, select two people to whom you may write requesting that they cooperate with the study. Send them a questionnaire and a postage free envelope so they may return their reply directly to me.

I believe the instructions for each question are clearly stated. Please encourage the students to add comments on the back of the sheet.

The enclosed postage prepaid envelope is for your convenience in returning the completed questionnaires to me.

Very truly yours,

G. Bradford Barber

TO THE FORENSIC STUDENTS AND/OR LAYMEN: This questionnaire is intended to bring together the opinions of high school students and/or laymen concerning participation in both intramural and interscholastic speech contests. Please fill in the questions as accurately as possible. Please feel free to make additional comments concerning these activities.

1. Below are listed a number of declared objectives of high school debating. Please check (✓) all those which you personally have found to be fulfilled in your competition with other schools. Please check (+) those you personally have found to be fulfilled in an intramural speech program.
 - a. ☐ Trains students to think for themselves
 - b. ☐ Trains students to evaluate existing problems
 - c. ☐ Trains students to express ideas in a clear and coherent manner
 - d. ☐ Provides training in citizenship
 - e. ☐ Helps train students in the evaluation of evidence
 - f. ☐ Provides good library training
 - g. ☐ Provides training in organizing materials
 - h. ☐ Encourages thoughtful reading
 - i. ☐ Encourages students to evaluate evidence when it is presented
 - j. ☐ Helps students appreciate both sides of a question

2. Below are listed the speaking events most frequently used in high school contests. Place a check mark in the column which best describes the degree of value you derived from participating in this event. (Omit those events in which you have not participated.)

	Extremely Valuable	Valuable	Of Little Value	Of No Value
a. Debate				
b. Extempore Speaking				
c. Original Oratory				
d. Declamation				
e. Interpretative Reading				
f. Radio Speaking				

3. Please check the most important influence that caused you to enter contest work.
 - a. ☐ Family tradition
 - b. ☐ Personal urging of the speech director
 - c. ☐ Guidance of the school administration
 - d. ☐ A recognition of the values to be gained from such participation
 - e. ☐ Competitive school spirit
 Others:
4. How has participation in speech contests contributed to your general education? Use a check (✓) if the contribution came from participation in interscholastic contests and a cross (+) if the contribution came from participation in intramural activities.
 - a. ☐ Improved speaking ability
 - b. ☐ Improved scholarship
 - c. ☐ An appreciation of leadership
 - d. ☐ Created a desire to remain in school
 - e. ☐ Ability to think for yourself
 - f. ☐ Ability to get along with others
5. What is your opinion concerning the future of interscholastic competition in speech activities?
 - a. ☐ Interscholastic competition should be abolished
 - b. ☐ The Interscholastic contest system should be continued

-2-

6. If you answered "a" in #5, which of the following proposals would you recommend as the most desirable?
- a. ☐ A program of intramural competition should be substituted for the interscholastic contests.
 - b. ☐ A non-competitive series of festivals should replace the present contest system.
7. From your experience, evaluate the following undesirable characteristics which have been attributed to competitive interscholastic contests. Place "1" before those you consider to be a major problem; "2" before those you consider to be a problem; and "3" before those you consider to be of little or no importance.
- a. ☐ Too much emphasis placed on winning
 - b. ☐ Teachers tend to dominate the activity
 - c. ☐ Too few students participate
 - d. ☐ Poor judging
 - e. ☐ Too expensive
 - f. ☐ There is too much duplication of contests
 - g. ☐ The organizations are dominated by outside interests
 - h. ☐ Competition as a motivating factor is undesirable

IDENTIFICATION ITEMS

1. High school you are attending _____

City
State
2. Size of your high school. Over 1000 _____ 250-1000 _____ Under 250 _____
3. Encircle your present status in school. Freshman Sophomore Junior Senior
4. Indicate the number of years you have participated in intramural speech activities. 0 1 2 3 4
5. Indicate the number of years you have participated in interscholastic speech activities. 0 1 2 3 4
6. Indicate your present age _____
7. How many contests (or tournaments) do you participate in each year? _____

TO THE FORENSIC STUDENTS AND/OR LAYMEN: This questionnaire is intended to bring together the opinions of high school students and/or laymen concerning participation in both intramural and interscholastic speech contests. Please fill in the questions as accurately as possible. Please feel free to make additional comments concerning these activities.

1. Below are listed a number of declared objectives of high school debating. Please check (✓) all those which you personally have found to be fulfilled in your competition with other schools. Please check (+) those you personally have found to be fulfilled in an intramural speech program.
 - a. ☐ Trains students to think for themselves
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 - c. ☐ Trains students to express ideas in a clear and coherent manner
 - d. ☐ Provides training in citizenship
 - e. ☐ Helps train students in the evaluation of evidence
 - f. ☐ Provides good library training
 - g. ☐ Provides training in organizing materials
 - h. ☐ Encourages thoughtful reading
 - i. ☐ Encourages students to evaluate evidence when it is presented
 - j. ☐ Helps students appreciate both sides of a question

2. Below are listed the speaking events most frequently used in high school contests. Place a check mark in the column which best describes the degree of value you derived from participating in this event. (Omit those events in which you have not participated.)

	Extremely Valuable	Valuable	Of Little Value	Of No Value
a. Debate				
b. Extempore Speaking				
c. Original Oratory				
d. Declamation				
e. Interpretative Reading				
f. Radio Speaking				

3. Please check the most important influence that caused you to enter contest work.
 - a. ☐ Family tradition
 - b. ☐ Personal urging of the speech director
 - c. ☐ Guidance of the school administration
 - d. ☐ A recognition of the values to be gained from such participation
 - e. ☐ Competitive school spirit
 Others: _____

4. How has participation in speech contests contributed to your general education? Use a check (✓) if the contribution came from participation in interscholastic contests and a cross (+) if the contribution came from participation in intramural activities.
 - a. ☐ Improved speaking ability
 - b. ☐ Improved scholarship
 - c. ☐ An appreciation of leadership
 - d. ☐ Created a desire to remain in school
 - e. ☐ Ability to think for yourself
 - f. ☐ Ability to get along with others

5. What is your opinion concerning the future of interscholastic competition in speech activities?
 - a. ☐ Interscholastic competition should be abolished
 - b. ☐ The Interscholastic contest system should be continued

-2-

6. If you answered "a" in #5, which of the following proposals would you recommend as the most desirable?
- ☐ A program of intramural competition should be substituted for the interscholastic contests.
 - ☐ A non-competitive series of festivals should replace the present contest system.
7. From your experience, evaluate the following undesirable characteristics which have been attributed to competitive interscholastic contests. Place "1" before those you consider to be a major problem; "2" before those you consider to be a problem; and "3" before those you consider to be of little or no importance.
- ☐ Too much emphasis placed on winning
 - ☐ Teachers tend to dominate the activity
 - ☐ Too few students participate
 - ☐ Poor judging
 - ☐ Too expensive
 - ☐ There is too much duplication of contests
 - ☐ The organizations are dominated by outside interests
 - ☐ Competition as a motivating factor is undesirable

IDENTIFICATION ITEMS

- High school you attended _____ City _____ State _____
- Size of high school from which you graduated. Over 1000 _____ 250-1000 _____
Under 250 _____
- The number of years since you graduated from high school. 5 _____ 6 _____ 7 _____
- Did you graduate from college? Yes _____ No _____
- Indicate the number of years you participated in intramural speech activities.
0 1 2 3 4
- Indicate the number of years you participated in interscholastic speech activities. 0 1 2 3 4
- Indicate your present age _____
- How many contests (or tournaments) did you participate in each year? _____

APPENDIX D

CORRESPONDENCE WITH NORTH CENTRAL ASSOCIATION STATE CHAIRMEN

Illinois State Normal University
Normal, Illinois

March 1, 1951

Professor L. R. Kilzer
University of Wyoming
Laramie, Wyoming

Dear Professor Kilzer:

You are aware, no doubt, of the controversy over interscholastic forensic contests. A number of us in the field of speech are interested in instigating a research project in this area, the results of which should be of value to the schools of your state.

The enclosed questionnaire which is in two parts, one for the secondary school principal and one for the director of forensic activities, is a sample of the one that will be used for the study. The final product will be printed and will therefore use both sides of the sheet and will consist of only two sheets.

One of the greatest problems in conducting a research study of this type is reaching a large enough sample of the population that is involved. Professor Lowell Fisher of the University of Illinois, Chairman of the Contest Committee, suggested that he could include the questionnaire with the mailing of other data to the member schools from his office. Would you be willing to extend the same courtesy to me?

The questionnaires would be sent to you in packets to be included with your earliest mailing to the North Central Association secondary schools in your State. These could be returned to your office or directly to me, as you prefer. Personally, I believe a greater return would be experienced if the former plan could be used.

A mailing card is enclosed for your convenience in replying to this request. If you have any further suggestions that will facilitate this study, please feel free to include them.

Sincerely yours,

(Signed)

G. Bradford Barber

G. Bradford Barber
Assistant Professor of Speech

Encl.

SAMPLE OF RETURN POST CARD SENT TO THE
NORTH CENTRAL ASSOCIATION STATE CHAIRMEN

I am willing to endorse your suggested research study to the
N.C.A. members in my state. Yes ___ No ___.

I am willing to help circulate the questionnaires. Yes ___ No ___.

The responses may be returned to my office. Yes ___ No ___.

The next projected state-wide mailing from my office will
be about _____ 1951.

Signed _____
State Chairman of

State

STATE OF NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION

Bismarck, North Dakota

March 9, 1951

G. Bradford Barber
Assistant Professor of Speech
Illinois State Normal University
Normal, Illinois

Dear Mr. Barber:

We have your letter of March 1st indicating your interest in accumulating reactions of member schools as it concerns inter-scholastic forensic contests.

I would be very glad to cooperate with you in circularizing the questionnaire, as well as soliciting them through our office.

Sincerely yours,

DEPARTMENT OF PUBLIC INSTRUCTION

(Signed) Richard K. Klein

Richard K. Klein
Director of Secondary Education

RKK/gu

North Central Association of Colleges
and Secondary Schools

Commission on Secondary Schools

March 13, 1951

Mr. G. Bradford Barber
Assistant Professor of Speech
Illinois State Normal University
Normal, Illinois

Dear Professor Barber:

Thank you for your letter of March 2nd and the questionnaire which you enclosed with it. This study should provide some interesting information concerning the value of speech activities.

With respect to submitting your questionnaire to administrators I would prefer that this be done directly by your office. When our annual report materials go out each Fall, we have followed a policy of sending only such materials as are pertinent to and tabulated in this office. I say this not in criticism of your proposal but simply in explanation. Were we to begin sending out questionnaires, I am sure that you can see how our own graduate students and other persons in the state would be interested and how impossible the whole situation might easily become. We appreciate very much the cooperation we get from our accredited schools in filling out the regular report forms and such others as are supplementary from year to year. We feel it better, therefore, that all other types of questionnaires be distributed by the particular group or individual involved.

If it would be of help to you next Fall, I shall be glad to send a complete and up-to-date roster of high school administrators as of October 1, 1951. Usually, by the middle of October we have complete returns, so that this record is available. I hope that our inability to be of additional help in distributing your material will not make you feel that we are not interested in your study, for such is not the case. With best wishes for success in your proposed project, I am

Sincerely yours,

(Signed)

Stephen Romine

Stephen Romine, Chairman
Colorado State Committee

SR/jb

North Central Association of Colleges
And Secondary Schools

Commission on Secondary Schools

March 14, 1951

Professor G. Bradford Barber
Department of Speech
Illinois State Normal University
Normal, Illinois

Dear Mr. Barber:

Your letter addressed to Dr. John Rufi of the University of Missouri has been referred to me.

Last summer Dr. Rufi resigned from the state chairmanship of the North Central Association and only recently I was named to this position. I have had little opportunity to acquaint myself with member schools and many of the routines necessary to conducting the North Central Association on the state level.

With reference to the distribution of your questionnaires, may I say that right now I have a difficult job in getting the materials which are needed from the member schools, without "clouding the water" with other material. Most certainly I am in sympathy with your project and I would like to cooperate but right now I do not see how I can. If it would help you any I would be glad to provide you with a mailing list of the North Central Association Schools in this state.

With kindest personal regards, I am

Yours sincerely,

(Signed)

J. S. Maxwell

J. S. Maxwell, Chairman
State Committee
North Central Association
Columbia, Missouri

North Central Association of Colleges
and Secondary Schools

Commission on Secondary Schools

April 16, 1951

Professor G. B. Barber
Department of Speech
Illinois State Normal University
Normal, Illinois

Dear Professor Barber:

Thank you for your letter of March 2 and the copies of the questionnaires to be used in your survey. I regret that there is a reaction to questionnaires which are being received by school people, and it will not be possible for us to participate in the distribution of any of them. At the same time, I wish to assure you that we would be glad to address your envelopes so each superintendent, principal and speech teacher would receive one, if you desire us to do so.

Your study is very interesting to me and we would like to cooperate as far as possible under present policies. If we address your envelopes, the questionnaire would come from you and be returned to you.

I will be glad to call attention to the study being made in the next issue of the Letter to Schools. I will also be glad to assist in the distribution of a report of the results. If you have any further questions, please feel free to call or write again.

Very sincerely yours,

(Signed) L. E. Vredevoe

LEV:st

Lawrence E. Vredevoe

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

May 15, 1951

Mr. G. Bradford Barber
Assistant Professor of Speech
Illinois State Normal University
Normal, Illinois

Dear Mr. Barber:

Some time ago, I received a letter from you relative to the circulation of research material to North Central members in Montana. Strictly speaking, Montana is out of the North Central Association, its current membership becoming final this June. I am afraid the value of your study would be augmented by the inclusion of an area which is not a member of North Central Association. I feel that your study is most worthwhile and that it will have an influence far beyond the area in which it is conducted.

Regarding Dr. Fisher, I believe that we should exercise a very rigid control over all types of contests, as well as non-school organizations, which penetrate into the social and academic lives of the public schools.

Cordially yours,

(Signed) William I. King

William I. King
High School Supervisor

WIK:MM

AUTOBIOGRAPHY

I, G. Bradford Barber, was born in Hamilton, Illinois, June 29, 1906. I received my secondary school education in the public schools of Hamilton, Illinois. My undergraduate training was obtained at Western Illinois State Teachers College where I received the degree Bachelor of Education in 1928. From The State University of Iowa I received a Master's degree in education in 1935, and a Master's degree in speech in 1942. I have had additional graduate work at the University of Illinois and the University of Southern California. Before receiving my present appointment as assistant professor of speech education at Illinois State Normal University in 1944, I had taught in the Pittsfield, Illinois high school from 1928-36, and in the Muscatine, Iowa, high school and junior college from 1936-44. I was on sabbatical leave from my position at Illinois State Normal University in 1948-49 while meeting requirements at The Ohio State University for the degree Doctor of Philosophy.