

THE EFFECT OF THE NEW CERTIFICATION REQUIREMENTS FOR  
SPEECH TEACHERS IN KANSAS AS REPORTED BY THE  
SPEECH TEACHERS AND ADMINISTRATORS OF CLASS AA AND A SCHOOLS

---

A Thesis

Presented to

the Faculty of the Department of Speech  
Kansas State Teachers College of Emporia

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

---

by

Margaret K. Dudley

August 1971

Approved for the Major Department

Charles R. Hill

Approved for the Graduate Council

Wm. L. Boylan

318343 /

## ACKNOWLEDGEMENTS

I wish to express my indebtedness to the following: the administrators and teachers in the Class AA and A Kansas secondary schools without whose cooperation this study would have been impossible; also, the Kansas State Board of Education, particularly Mr. Floyd Herr; the Kansas Speech Association; and Dr. David Cropp for his suggestions and comments on the questionnaire.

I appreciate the guidance and encouragement of the Thesis Committee: Dr. Karl Bruder, Charles Hill and Marvin Cox.

Last, but by no means least, sincere gratitude is expressed to Bessie Duggan, member of the Kansas Speech Association Speech Certification Committee, and Counselor at Wichita State University; Phil Dudley, Sr., husband of this writer; and Larry Doss, Sacred Heart College student. Their assistance, sustained encouragement and patience have contributed immeasurably to the final product.

M.K.D.

## TABLE OF CONTENTS

	Page
LIST OF TABLES	
Results of Teacher Questionnaire . . . . .	iv
Results of Administrator Questionnaire . . . . .	v
Chapter	
I.    IMPORTANCE, JUSTIFICATION AND BACKGROUND OF THE PROBLEM .	1
Background of the Problem . . . . .	2
Purpose and Scope of Study . . . . .	5
Importance of Study . . . . .	7
Definition of Terms . . . . .	8
Research Methods . . . . .	9
II.   RESULTS OF TEACHER QUESTIONNAIRE . . . . .	11
Data Received . . . . .	11
Analysis and Interpretation of Data . . . . .	11
III.  RESULTS OF ADMINISTRATOR QUESTIONNAIRE . . . . .	22
Data Received . . . . .	22
Analysis and Interpretation of Data . . . . .	22
IV.   COMMENTS BY THE ADMINISTRATORS IN CLASS AA AND A SCHOOLS.	32
V.    CONCLUSIONS AND IMPLICATIONS . . . . .	41

	Page
BIBLIOGRAPHY . . . . .	49
APPENDIX A . . . . .	51
APPENDIX B . . . . .	53
APPENDIX C . . . . .	55
APPENDIX D . . . . .	57
APPENDIX E . . . . .	59

LIST OF TABLES

Table	Page
<u>Results of Teacher Questionnaire</u>	
I. Number of Responding Teachers Concerning Eligibility . . .	12
II. Number Responding to Number of Hours Needed for Speech Certification . . . . .	13
III. Number of Teachers Responding Who Continued Work Toward Certification Requirements . . . . .	14
IV. Teachers Responding to Plans for Taking Additional Speech Courses . . . . .	15
V. Anticipated Plans Concerning Additional Hours for Speech Certification . . . . .	16
VI. Number Teaching Under Grandfather Clause . . . . .	17
VII. Number of Teachers Responding Who Hold Bachelor's and Master's Degrees . . . . .	18
VIII. Respondents Concerning Courses Offered During 1970-71 School Year and Their Predictions for 1971-72 School Year . . . . .	20
IX. Table VIII and Table IX combined in Table VIII	
X. Teachers Responding to the Co-Curricular Programs In Which Their Schools Participate . . . . .	21

## LIST OF TABLES

Table	Page
<u>Results of Administrator Questionnaire</u>	
I. Number of Responding Administrators Concerning Courses Offered for 1970-71 and Their Predictions for the 1971-72 School Year . . . . .	23
II. Administrators Responding to Co-Curricular Activities for 1970-71 . . . . .	24
III. Administrators Responding to Their Number of Teachers Who Have 24 Semester Hours in Speech and are Involved in Other Speech and Drama Activities . . . . .	25
IV. A. Administrators Responding to Number of Teachers in Speech Arts, Their Capacity and Preparation . . . .	26
B. The Responses to the Number of Hours Speech Teachers have as Reported by Their Administrators . .	27
V. Administrators Responding to Number of Teachers Who are Involved with Co-Curricular Play Production and/or Interscholastic Debate . . . . .	28
VI. Responding Administrators Who Feel That 24 Semester Hours for Speech Certification Will Affect or Not Affect Their Speech Program . . . . .	29
VII. Administrators Responding to Qualifications . . . . .	30

## CHAPTER I

### IMPORTANCE, JUSTIFICATION AND BACKGROUND OF THE PROBLEM

The wide variety of speaking situations that must be encountered by today's high school graduate, whether he seeks a job or a degree, demands that our secondary schools give the best possible training in the art of self-expression. The spoken word is one of the most influential mass mediums of communication:

Education must now include training in speaking and listening as well as in reading and writing. This training must prepare future citizens for living in a society where spoken communication is more influential than written communication . . . This training should not be limited to a talented few, but given to all who live in a free society.<sup>1</sup>

If the secondary schools are to provide excellence in the training of students in the art of oral communication, then the teachers of speech must be qualified; therefore, in 1960, the Legislative Assembly of the Speech Communication Association recognized the need for a change in certification requirements for teachers of speech in secondary schools by adopting the following resolution:

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

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

---

<sup>1</sup>Wilhelmina G. Hedde, William Norwood, and Victor M. Powell, The New American Speech (New York: J. B. Lippincott Company, 1963), p. 6.



Section II. Subject Area Preparation. To insure breadth of preparation, each certified teacher of speech should have completed at least one course in each of these divisions: (A) Speech Sciences and Processes, (B) Theater and Oral Interpretation, (C) Speech Correction, and (D) Public Address.

Section III. Professional Preparation. In addition to the preparation specified above, the teacher certified in speech should offer at least one course in methods of teaching speech in the secondary school, together with appropriate student teaching.<sup>2</sup>

The secondary schools of the United States realized the need for a greater number of semester hours in the field of speech than has been required in the past. Also, the result of the State Director of Speech Activities 1966 study of both speech curriculum in our schools and the training of our speech instructors revealed that two-thirds of the instructors in the field of speech have neither a major or a minor in the field.<sup>3</sup>

Realizing the importance to improve the speech certification, the Kansas Advisory Council on Education recommended to the Department of Education that the certification requirements of the teachers of speech in the secondary schools be increased.

#### Background of the Problem

Early in 1966 an ad hoc committee was appointed by the President of the Kansas Speech Association. The committee's rationale was derived from the differences in the teaching of speech and the teaching of English, which was formulated by Karl F. Robinson, editor of the

---

<sup>2</sup>Legislative Assembly, Speech Association of America, December, 1960.

<sup>3</sup>Wanda M. Vinson. Kansas High School Activities Association, Special Study of Kansas Speech Curriculum and Speech Instructors' Education, 1966.

Quarterly Journal of Speech, The Speech Teacher and Vice President of the Speech Association of America.

The teaching of speech and the teaching of English are basically different.

There is danger in the incorrect assumption that the fields of English and speech are the same and that the teachers do the same kind of job.

Speech is not Oral English. Speech instruction consists of much more than having the student stand up and vocalize. Speech teachers must be trained to cope with student problems of emotional adjustment in all kinds of audience situations. They need to know to teach strong preparation and logical structure as the basis for 'thinking on one's feet,' or extemporaneous speaking from notes; they are obliged to teach and insure clarity in oral communication through careful attention to the language of practical discourse (they are not primarily concerned with the language of fine literature); they must stress simple, clear sentence structure for instant intelligibility; they are obliged to teach audience analysis, usable means of vocal emphasis and bodily action to gain and hold the attention of the audience . . .

The English teacher does not do these things as a regular part of English instruction. Typical preparation patterns for English and speech teachers are different of necessity, and, in the opinion of the Speech Association of America, these differences should be recognized in teacher certification requirements. Handling students in speech learning situation demands good preparation specific to that job. Such responsibility should not be handed to just anyone with inferior training.<sup>4</sup>

The committee of the Speech Association of America assumed, and stated the assumption boldly for the purpose of making the point obvious, that most teachers of English who teach speech are not prepared to teach it. Thus, the Committee prepared the following proposal:

That Speech be changed from the status of a Subject to the status of a Field and that the Speech Field be stated in the Certificate Handbook as follows:

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

---

<sup>4</sup>Karl F. Robinson, "Recent Trends in Certification of High School Speech Teachers," The Speech Teacher, VIII (March, 1959), p. 118.

The proposal was passed by the Kansas Advisory Council on Education in April, 1966. Even though the secondary school teacher of speech who is certified after September 1, 1970, will not necessarily be as competent as he ought to be, Kansas Speech Association granted to the Curriculum Advisory Committee the status of a standing committee so that curriculum improvements for speech in the State of Kansas be continuous.<sup>5</sup>

The implementation of the speech standard was delayed for four years following the Council's approval to allow incoming college freshmen time to prepare to meet the new speech standard prior to his graduation. The original committee appointed by the Kansas Speech Association and the final one appointed by the Council felt that this was a wise procedure.

However, it appeared that there was a delay in communicating with the public schools and the teacher training institutions about the new speech standard; therefore, a Public Hearing was held May 6, 1970, with the Kansas State Board of Education. The Board reviewed the information concerning certificate and subject and field requirements.

Following the Public Hearing, a special meeting of the State Board of Education was held concerning certification of speech teachers as well as other academic areas. An excerpt from the minutes is as follows:

. . . Change to September 1, 1971, the effective date for all rules and regulations published in the 1970 Certificate Handbook with an 'effective date of September 1, 1971', in all rules and regulations published in the 1970 Certificate Handbook where this statement appears.<sup>6</sup>

---

<sup>5</sup>David Cropp, "Resource Materials Activities of Speech Associations--Kansas," The Speech Teacher, XVIII, (March, 1969), p. 169.

<sup>6</sup>Kansas State Board of Education, Minutes from a Special Session, (New Speech Standard in Kansas: May 19, 1970), p. 1.

The problem of increased certification for speech teachers in Kansas is still not resolved. At a public hearing conducted by the State Board of Education on July 6, 1971, the proposed speech requirements were again discussed and tabled for further discussion at the August meeting of the State Board of Education.<sup>7</sup>

In a survey of speech activities in secondary schools in Kansas, 1969-70, conducted by Dr. R. Patton, Associate Professor of Speech and Drama and Director of the Speech and Drama Service Center at Kansas University; and David Cropp, Assistant Professor of Education at Kansas State Teachers College, the results reveal that

. . . in virtually every high school in Kansas, some speech activities are taking place. The survey does not indicate, however, that in the schools where the highest percentage of students participate in speech activities, the speech education background of the teachers is the lowest.<sup>8</sup>

This is evidenced in Table Two of the Patton-Cropp Survey. "The number of students taking speech courses ranged from 7.5 percent in the AAAAA (largest enrollment) schools."<sup>9</sup> Many teachers working with speech activities in the smaller schools are not speech majors; therefore, speech activities are not their major interest.

#### Purpose and Scope of Study

The purpose of this study was to determine the effect of the new certification standard for teachers of speech at the secondary level.

---

<sup>7</sup>Kansas State Department of Education, letter to Mrs. Kay Dudley dated July 19, 1971.

<sup>8</sup>Bobby R. Patton and David Cropp, "A Survey of Speech Activities in Secondary Schools of Kansas, 1969-70," Speech and Drama Service Center Bulletin, The University of Kansas, XIII, No. 6 (March, 1970), p. 21.

<sup>9</sup>Ibid., p. 3.

The data gathered, via a questionnaire to administrators and teachers summarizes the effect this requirement has in high schools with an enrollment of 235 and under. For a list of these schools identified by the Kansas High School Activities Association, see Appendix A.

The study, then, was limited to those Class AA Kansas high schools with an enrollment of 235 and under and those Class A high schools whose minimum enrollment is twenty-two.<sup>10</sup> According to Patton and Cropp's survey, there is more student participation in the speech arts in these smaller schools. Yet, the teachers who meet the speech certification requirements decreased from 42 percent in the AAAAA schools to only 12 percent in the Class AA schools.<sup>11</sup>

Two questionnaires were sent, one to the administrators and one to the teachers of speech. The administrators' questionnaire was structured to provide answers to four key questions: (1) Number of teachers on your faculty who have twenty-four semester hours in speech and drama and are involved with curricular and/or co-curricular programs; (2) effect of the speech teacher's certification requirement of twenty-four semester hours in your speech program; (3) future plans include: a. retain same speech teachers who are qualified under new certification, b. retain same speech teacher under "Grandfather Clause," c. retain same speech teacher by special permission from State, or d. employ new qualified speech teacher; (5) speech courses and speech activities that are co-curricular for 1970-71 and prediction for 1971-72.

---

<sup>10</sup>Kansas High School Activities Association Membership Directory, (1970-71), p. 4-5.

<sup>11</sup>Patton and Cropp, op. cit., p. 22.

The key questions to the speech teachers were: (1) eligibility for new speech certification requirements effective September, 1971; (2) if not eligible, number of hours needed; (3) plans for taking additional speech courses to meet requirements; (4) comparison of speech arts program courses offered in 1970-71--prediction for 1971-72.

The data was divided into two major groupings: (1) Those teachers who have been in the system and do not intend to transfer to another system. These teachers are protected by the "Grandfather Clause." (2) Those teachers who are certified under the new speech certification standard.

The questionnaire returned by the administrators and speech teachers of these schools was designed to show: (1) if speech would be dropped, (2) if the school would have no changes in their speech offerings, (3) if certain specific activities would be eliminated, (4) if the shift has been made in the speech offerings from a curricular to co-curricular activities, (5) if qualified speech teachers will be hired in the future. Additional information was gained by other comments supplied by the administrators and teachers within a specific system.

The data received from the questionnaires and the results of the study were, wherever possible, expressed graphically through the use of tables.

### Importance of Study

There is no verification that any study on the speech certification requirement has been done in Kansas in the Class AA and A high schools. However, it was learned that the State Department of

Education realizes that there is a need for further information. Mr. Floyd Herr, Assistant Commissioner, Division of Accreditation, Teacher Certification and Adult Education, stated that there is much concern regarding the new certification speech requirement.<sup>12</sup> Also, having conferred with the Kansas Speech Association and lists of dissertations and masters theses at Kansas University; Fort Hays Kansas State College; Kansas State University; Wichita State University; Kansas State Teachers College, Pittsburg; and Kansas State Teachers College, Emporia, no study had been found. Therefore, this analysis is important at this time.

#### Definition of Terms

The writer has defined the following terms for clarification:

According to the Kansas High School Activities Association Membership Directory, the following designate the Class AA and Class A high schools in Kansas for 1970-71:

Class AA High Schools: Those Kansas schools whose enrollment range from 113 to 237 students enrolled.

Class A High Schools: Those Kansas schools whose enrollment does not exceed 112 and is not less than 22 students. Enrollments in Both Class AA and A shown include only the tenth, eleventh, and twelfth grades since the enrollment of these three grades determine classification.

Curricular: According to Webster's Dictionary, Curricular (Curriculum) is defined as: "Those courses offered by an educational

---

<sup>12</sup>State Department of Education, letter from Floyd Herr to Kay Dudley, April 16, 1971.

institution or one of its branches as usually courses for credit."<sup>13</sup>

Co-curricular: Again, Webster defines Co- as " . . . together with or jointly in connection with."<sup>14</sup> Often when we use the term co-curricular activity, many educators connect it with extra which is defined as "beyond." Co-curricular or Extra-curricular is frequently identified as those areas in the schools not falling in the scope of a regular curriculum, carrying no academic credit.

Speech Teacher: There are usually two types of teachers responsible for the speech activities in the Class AA and A high schools. The speech teacher as defined in the speech profession holds a major or a minor in the field of speech.

Minor: In most colleges and universities in Kansas, a minor in speech usually requires fifteen hours. However, to be qualified under the new speech certification requirement, teachers will have to have additional hours in their minor totaling twenty-four.

Grandfather Clause: This includes those teachers who have been in the system and do not intend to transfer to another system. These teachers may continue teaching without further certification.

### Research Methods

This writer has used secondary and primary sources of information. Secondary sources of information have been the State Department of Education; Speech and Drama Service Bulletin, University of Kansas;

---

<sup>13</sup>Merriam-Webster, Webster's Seventh New Collegiate Dictionary, (Springfield, Massachusetts: G & C Merriam Company, 1963), p. 204.

<sup>14</sup>Ibid., p. 158.



The Speech Teacher; The Kansas Speech Journal and the various theses and dissertations in the State of Kansas.

Invaluable information was gained from the Kansas Speech Association, members of the certification committee of the Kansas Speech Association, and Floyd Herr, Assistant Commissioner, Division of Accreditation, Teacher Certification and Adult Education, Kansas State Department of Education.

Also, the fact that this writer has taught and worked with speech teachers in the Kansas high schools with enrollment of approximately 235 and less has provided additional information.

## CHAPTER II

### RESULTS OF TEACHER QUESTIONNAIRE

#### Data Received

A total of 302 schools responded to the 416 questionnaires mailed. Of these, 151 were received from administrators, and 151 from the teachers. Sixty-seven administrators responded from the Class AA high schools and eighty-four from Class A schools. Eighty-three questionnaires were received from the teachers in the Class AA schools while sixty-eight responded from Class A high schools. In relatively few instances was data omitted, incomplete, or uninterpretable in the questionnaire.

#### Analysis and Interpretation of Data

Once the respondents had been divided into two performance groups, the Class AA and Class A administrators, and the Class AA and Class A teachers, the analysis and interpretation was done question by question in the order in which the questions appeared on the questionnaire.

A cover letter was sent to 416 schools identifying the writer and her interest in certification requirements for the speech teachers in Kansas in the Class AA and A schools. (See Appendix B). For a copy of the teacher questionnaire, see Appendix C.

Questionnaire to the Teachers

The first question was worded as follows:

- .....Yes      1. Are you eligible for the new speech certification standard which will become effective in September, 1971?
- .....No

TABLE I

NUMBER OF RESPONDING TEACHERS CONCERNING ELIGIBILITY

Performance Group	Number Responding	Responses	
		Eligible	Not Eligible
Class AA	83	42	41
Class A	68	17	51

The table shows 51 percent of the Class AA teachers of speech who are eligible under the new speech certification standard, while only 25 percent of the Class A teachers are eligible.

Question two was stated as follows:

2. If you are not eligible for certification, how many  
(hrs.)      hours do you need?

See next page for Table II.

TABLE II

NUMBER RESPONDING TO NUMBER OF HOURS NEEDED FOR SPEECH CERTIFICATION

Number of Hours Needed	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
1 through 5 hrs.	3	6
6 through 10 hrs.	14	8
11 through 15 hrs.	11	24
16 through 18 hrs.	8	12
19 through 24 hrs.	5	3
Total Number of Teachers Responding	41	53

There is no correlation between Table II and Table I because all of the teachers did not answer question two. Responses to question number two were divided into sections as shown in the table. Those teachers needing from eleven to twenty-four hours number twenty-four in the Class AA schools and thirty-nine in the Class A schools. The total number of hours needed for certification eligibility in the Class AA was 523 with forty-one responding while the Class A schools total number of hours was 680 with fifty-three respondents. As can be seen, a larger number of teachers in the Class A schools need more hours to become certified than those in the Class AA schools.

Question three was as follows:

- .....Yes     3. Have you continued working toward certification requirements during the past two years?  
 .....No        If so, please list the colleges and number of hours.

TABLE III

NUMBER OF TEACHERS RESPONDING WHO CONTINUED WORK  
TOWARD CERTIFICATION REQUIREMENTS

Performance Group	YES		NO	
	Number	of Hours	Number	of Hours
Class AA	33		50	
Class A	18		50	

College or University Attended	Performance Group			
	CLASS AA		CLASS A	
	Number Attending	Number of Hours	Number Attending	Number of Hours
Fort Hays State College	4	30	3	14
Kansas State Teachers College, Emporia	6	45	4	17
Kansas State University	4	45	3	8
Kansas University	2	8	2	12
Kansas State College, Pittsburg	3	11	2	15
Wichita State University	4	32	0	0
Other: in Kansas	4	30	1	3
Out-of-State	6	35	2	12
<b>TOTAL</b>	<b>33</b>	<b>236</b>	<b>18</b>	<b>81</b>

Table III indicates that 40 percent of those teachers in Class AA schools have been continuing their academic preparation to become certified in speech; 60 percent have not. Twenty-six percent of the teachers in Class A schools have been working toward certification during the past two years while 74 percent have not. Also, the majority of teachers who teach speech in Kansas are working on their certification in Kansas rather than going out of the State.

Question four was as follows:

4. If not, do you plan to take additional courses in speech?

TABLE IV  
TEACHERS RESPONDING TO PLANS FOR TAKING  
ADDITIONAL SPEECH COURSES

Performance Group	Number Responding	YES (will take additional hours)	NO (will not take more hours)
Class AA	41	9	32
Class A	50	11	39

At first glance, the response to this question might appear to be far from satisfying. Although eighty-three questionnaires were received from the Class AA teachers and only forty-one responded to this question, the lack of response could be that forty-two of these teachers are already certified. This might also be the reason for only fifty responding from the Class A schools out of the sixty-eight questionnaires returned. Seventeen of the sixty-eight are already

certified. Too, the next question explains to some extent the reasons many of these teachers do not intend to take additional courses.

Question five was stated in the following way:

5. If you do not, what are your plans?

TABLE V  
ANTICIPATED PLANS CONCERNING ADDITIONAL HOURS  
FOR SPEECH CERTIFICATION

Anticipated Plans	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
Will not teach speech	10	14
Will continue teaching under "Grandfather Clause," and if additional academic work is done, it will be graduate work in their major field which is not speech	14	19
Get out of teaching	2	2
Indefinite: Teacher has had no information concerning the certification requirements	1	-
Indefinite: Teachers who have 24 hours of speech and drama but not all of the required courses for speech certification	2	-
Will retire from teaching	3	2
TOTAL	32	37

Approximately one-third of the teachers in Class A and AA schools who are teaching speech at this time will not be teaching speech for the

ensuing year, 1971-72. The implication of this could be that this is a "stop-gap" measure for the schools to use the speech teacher at that time knowing they are not going to teach next year.

Forty-four percent of the teachers in the Class AA schools and 51 percent of the Class A teachers are not qualified at the present time to teach speech, but will continue teaching speech under the "Grandfather Clause." This facet of the problem will be phasing itself out as these teachers either reach retirement age or transfer to another school system. Since question six deals with the Grandfather Clause, comments will follow:

Question six was as follows:

- .....Yes      6. Are you teaching under the "Grandfather Clause?"  
 (Grandfather Clause: If you are now teaching in a  
 .....No      secondary school and do not intend to transfer,  
                   then you may continue teaching speech and drama  
                   without further certification.)

TABLE VI

NUMBER TEACHING UNDER GRANDFATHER CLAUSE

Performance Group	Number Responding	YES	NO
Class AA	82	39	43
Class A	65	43	22
TOTAL	147	82	65

The percentages show that 19 percent more of the teachers in the



Class A schools are teaching under the "Grandfather Clause" than Class AA schools.

Question seven was worded in the following way:

7. Check the undergraduate major and minor of your bachelor's degree. If you have a master's degree, check the area of concentration:

TABLE VII  
NUMBER OF TEACHERS RESPONDING WHO HOLD BACHELOR'S  
AND MASTER'S DEGREES

Areas of Training	Bachelor's Degree Performance Group				Master's Degree Performance Group	
	Class AA Major	Class A Major	Class AA Minor	Class A Minor	Class AA	Class A
Speech Arts	33*	8**	13	13	2	-
English	41	37	16	14	2	3
Social Science	2	11	12	9	-	-
<u>Other:</u>						
Education	2	-	-	-	-	-
Foreign Language	2	1	3	2	-	1
Counseling	2	-	2	-	1	-
Home Economics	1	4	-	-	-	-
Music	-	2	-	1	-	-
Science	-	1	-	-	-	-
TOTAL	83	64	46	39	5	5

\* Seven of the thirty-three hold bachelors in drama, whereas twenty-six are in public address and speech education.

\*\* One in eight has a major in drama, and seven in speech education.

If a college major in speech is considered an accurate gauge of preparation, the teachers in the Class AA schools have better credentials. Forty percent of the Class AA teachers have their majors in speech arts, and seven of the thirty-three teachers hold bachelors in drama whereas twenty-six are in public address and speech education. Only 12.5 percent of the teachers in the Class A schools have their majors in Speech Arts, and only one of the eight has a major in drama. Forty-nine percent of the Class AA teachers have English as their major while Class A had 50 percent. Very few teachers in these schools hold a master's degree in Speech Arts.

As can be seen from the table, the two areas most closely related in teaching certification are English and Speech Arts. Twenty-five of the teachers responding indicated on the questionnaire that an English and Speech combination is the most desirable for a teacher seeking a position in either English or Speech. From the comments of the administrators, they, too, strongly recommend double-field areas preferably English-Speech for those teachers coming into the Class AA and Class A schools.

Questions eight and nine were closely related, therefore were combined in Table VIII.

The questions were worded as follows:

8. Check the speech arts program courses offered in your school in 1970-71:
9. What do you anticipate or hope will be offered for the school term 1971-72?

See next page for Table VIII.

TABLE VIII

RESPONDENTS CONCERNING COURSES OFFERED DURING 1970-71  
SCHOOL YEAR AND THEIR PREDICTIONS FOR 1971-72 SCHOOL YEAR:

	Performance Group		Performance Group	
	Class AA 1970-71	Class AA 1971-72	Class A 1970-71	Class A 1971-72
Speech I	74	74	59	55
Speech II	32	37	10	17
Debate	31	39	8	12
Dramatics	36	48	14	16
Stagecraft	3	6	1	4
Forensics	5	2	3	3
Oral English	1	-	1	1
Radio	-	1	-	-
No Speech Offered	1	1	3	3

In polling administrators, one would be led to believe that the Speech Arts program would be severely curtailed by the implementation of the twenty-four hour certification rule to become effective in September, 1971. However, in both the Class AA and Class A schools, the predicted table shows an increase in almost every course offering.

Question ten was stated as follows:

10. Check the co-curricular programs in which your school participates:

- |   |   |
|---|---|
| <input type="checkbox"/> Interscholastic Debate | <input type="checkbox"/> Play Production  |
| <input type="checkbox"/> Forensics              | <input type="checkbox"/> Other: (specify) |

TABLE X  
TEACHERS RESPONDING TO THE CO-CURRICULAR PROGRAMS  
IN WHICH THEIR SCHOOLS PARTICIPATE

Co-Curricular Programs	Performance Group	
	Class AA	Class A
Interscholastic Debate	23	9
Forensics	53	43
Play Production	55	53
<u>Other:</u>		
League and State Festivals	-	20
Drama Club	-	1

One school (a Class A) does not participate in any of the co-curricular programs.

A prediction for 1971-72 was not requested for the co-curricular activities are not as closely tied to the speech certification as the curricular activities. But as a point of interest, this question was included to see what types of co-curricular activities are being offered at this time. Interestingly enough, twenty-three Class AA schools offer Interscholastic Debate as a co-curricular activity while only nine of the Class A schools offer this. According to Table X, nearly three times as many Class AA schools offer Interscholastic Debate as do the Class A schools.

## CHAPTER III

### RESULTS IN ADMINISTRATOR QUESTIONNAIRES

#### Data Received

As was stated earlier, a total of 302 schools responded to the questionnaires. Of these, 151 were received from administrators. Sixty-seven administrators responded from the Class AA high schools and eighty-four responded from Class A schools. All of the questionnaires were accepted for inclusion in the study. In few instances was data incomplete, omitted, or uninterpretable.

#### Analysis and Interpretation of Data

The respondents have been divided into two performance groups, the Class AA and Class A administrators, and the Class AA and Class A teachers. This chapter is an analysis and interpretation of administrator's data, which was done question by question in the order in which the questions appeared on the questionnaire.

A cover letter was sent to 416 schools identifying the writer and her interest in certification requirements for the speech teachers in Kansas in the Class AA and A schools. (See Appendix D.) A copy of the administrator questionnaire is found in Appendix E.

#### Questionnaire to the Administrators

Question one was stated in the following manner:

1. Check the speech courses offered in your school for the following years:           1970-71                           1971-72

TABLE I

NUMBER OF RESPONDING ADMINISTRATORS CONCERNING COURSES OFFERED FOR  
1970-71 and THEIR PREDICTION FOR 1971-72 SCHOOL YEAR:

	Performance Group			
	Class AA		Class A	
	<u>1970-71</u>	<u>1971-72</u>	<u>1970-71</u>	<u>1971-72</u>
Speech I	74	70	62	60
Speech II	26	32	32	17
Debate	29	33	11	10
Stagecraft	2	3	0	1
Dramatics	36	39	17	16
<u>Other:</u>				
Oral English	3	3	1	1
Forensics	0	2	0	0
Radio	0	1	0	0

A completed questionnaire from both administrators and teachers of all Class AA and A schools was not received; and in some cases, this writer received only some answers from administrators and in some instances, received only answers from the speech teachers. Because there was not dual response from both of these, Table VIII of the teachers and this one cannot be compared although the questions were identical.

Question two was as follows:

2. Check the speech activities that are co-curricular for the following year: 1970-71

TABLE II  
ADMINISTRATORS RESPONDING TO CO-CURRICULAR ACTIVITIES  
FOR 1970-71

Co-Curricular Programs	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
Debate	15	4
Plays	60	65
League Contests	56	58
KSHSAA Festivals & District & State Festivals	57	65
Forensics	30	24
One-Act Plays	47	47
Festivals	36	41
<u>Other:</u>		
Offers Nothing	-	1

Although the co-curricular activities are not as closely connected to the speech certification as the curricular activities, it is interesting to note that all but two of the Class AA and Class A schools are offering a variety of co-curricular activities, the largest participation being in plays, league and state festivals. Also, according to the table, nearly four times as many Class AA schools offer debate as do the Class A schools.

Question three was as follows:

3. Give the number of teachers on your faculty who have 24 semester hours in speech and are involved with curricular and/or co-curricular play production or interscholastic debate in your school:

TABLE III

ADMINISTRATORS RESPONDING TO THEIR NUMBER OF TEACHERS WHO HAVE 24 SEMESTER HOURS IN SPEECH AND ARE INVOLVED IN OTHER SPEECH AND DRAMA ACTIVITIES

Numbers Which Indicate Those Having 24 Hours & Additional Involvement	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
0 (no one)	33	68
1	34	16
2 or more	-	-

In the Class AA schools, 51 percent stated "yes" their teachers are qualified, while in the Class A schools, only 19 percent were eligible. One Class AA school commented that their teacher has forty-two hours in speech and drama, but is not certified due to lack of debate. Also, another Class AA school stated that their teacher has thirty-six hours in speech and drama, but is not certified due to lack of debate.



Question four was worded as follows:

4. Check the appropriate parenthesis below for each of the teachers in speech arts to indicate what they do in speech arts and the extent of their preparation:

TABLE IV-A

ADMINISTRATORS RESPONDING TO NUMBER OF TEACHERS IN SPEECH ARTS,  
THEIR CAPACITY AND PREPARATION

TEACHERS	<u>Teaches Speech Courses Class</u>		<u>Teaches Drama Courses Class</u>		<u>Teaches Debate Class</u>		<u>Directs Plays Class</u>		<u>Coaches Debates Class</u>	
	<u>AA</u>	<u>A</u>	<u>AA</u>	<u>A</u>	<u>AA</u>	<u>A</u>	<u>AA</u>	<u>A</u>	<u>AA</u>	<u>A</u>
Number 1	65	65	26	12	24	7	54	50	23	3
Number 2	2	-	-	-	1	-	2	-	1	-

The table shows that sixty-seven teachers in Class AA schools teach speech classes; sixty-five teach speech classes in Class A schools. Twenty-six in Class AA teach drama and twelve in Class A. In Class AA, fifty-four direct plays and fifty in Class A. While in debate, twenty-four in Class AA and only seven in Class A teach debate. Almost eight times as many teachers teach debate in the Class AA schools as in the Class A schools. Twenty-three coach debate in Class AA and three in Class A.

TABLE IV-B

THE RESPONSES TO THE NUMBER OF HOURS SPEECH TEACHERS HAVE AS  
REPORTED BY THEIR ADMINISTRATORS

(This has been divided into sections as follows)

Number Hours Speech Teachers Have	Performance Group		
	<u>Class AA</u>	<u>Class A</u>	
1 through 5 hours	3	15	Teacher #1 Teacher #2
6 through 10 hours	12 3	39 -	Teacher #1 Teacher #2
11 through 15 hours	9 1	8 -	Teacher #1 Teacher #2
16 through 18 hours	4 -	2 -	Teacher #1 Teacher #2
19 through 24 hours	31 -	16 -	Teacher #1 Teacher #2
TOTAL	63	80	

There were no listings under Teachers # 3, 4, or 5.

A clear distinction between Class AA and A schools in number of hours in speech can be seen when comparing that 68 percent of the teachers in the Class A schools have between one and 10 hours in the field as compared with 49 percent in the Class AA schools who have between 19 and 24 hours. Although it is discouraging when viewing the

preparation of the Class A speech teachers, it is encouraging that 49 percent of the teachers in the Class AA are close or do meet the speech certification requirement. The real need for further work in the field of speech is in the area of the Class A schools. This pattern reinforces itself through these data.

Question five was worded as follows:

5. Check below if teachers from any of the subject areas listed below are involved with co-curricular play production or interscholastic debate:

TABLE V

ADMINISTRATORS RESPONDING TO NUMBER OF TEACHERS WHO ARE INVOLVED WITH CO-CURRICULAR PLAY PRODUCTION OR INTERSCHOLASTIC DEBATE

Subject Areas	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
English	38	61
Industrial Arts	4	6
Music	2	16
Home Economics	1	6
Visual (Fine) Arts	2	1
Physical Education	1	2
<u>Other:</u>		
Foreign Language	1	2
Counselor	-	1
Mathematics	-	3
None	-	3

Six of the Class AA schools indicated two other subject areas in addition to co-curricular play production and/or debate which are being offered as co-curricular activities. Fourteen Class A schools listed at least two other areas in which their teachers are involved other than co-curricular and/or debate. One Class A school indicated one teacher who is involved with co-curricular play production or interscholastic debate and also is involved in five different other subject areas.

Question six was stated in the following way:

6. Do you feel that the speech teacher's certification requirement of 24 semester hours will directly affect/not affect your speech program?

TABLE VI

RESPONDING ADMINISTRATORS WHO FEEL THAT 24 SEMESTER HOURS FOR SPEECH CERTIFICATION WILL AFFECT OR NOT AFFECT THEIR SPEECH PROGRAM

Administrators' Reaction To Their Speech Program	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
Affect	35	68
Not Affect	32	16

Of the Class AA schools, 51 percent of the administrators stated that the speech program would be affected in their schools while in the Class A schools, 81 percent of the administrators stated that their speech program would be affected. In the Class AA schools, 48 percent of the administrators believe they will not be affected while 19 percent of the administrators in the Class A schools indicated their speech program would not be affected.

The majority of comments centered around their present teacher who is now teaching under the "Grandfather Clause." If this teacher leaves, the administrators believe that their speech program will be seriously affected. Additional comments by administrators can be found in Chapter IV.

Question seven was as follows:

7. Do you plan to:

( ) Retain same speech teachers:

( ) a. Qualified under new certification

( ) b. "Grandfather Clause"

( ) c. Special permission from State

( ) Employ new speech teacher who is qualified under new certification requirements

Comments: \_\_\_\_\_

TABLE VII

ADMINISTRATORS RESPONDING TO QUALIFICATIONS

Questions to Administrators	Performance Group	
	<u>Class AA</u>	<u>Class A</u>
Retain Same Speech Teachers	62	70
a. Qualified under new certification	34	16
b. "Grandfather Clause"	26	52
c. Special permission from State	2	2
<u>Other:</u>		
Cut out speech entirely or speech teacher is not returning	5	3

TABLE VII - Continued

	<u>Class AA</u>	<u>Class A</u>
Employ new speech teacher who is qualified under new certification standards	-	7
	<hr/>	
TOTAL	67	80

---

Question seven seemed to stimulate the administrators for extensive comments concerning the unfairness of the new certification rule. Therefore, Chapter IV has been devoted to these specific comments as an outgrowth of both questions six and seven.

## CHAPTER IV

### COMMENTS BY THE ADMINISTRATORS IN CLASS AA AND A SCHOOLS

Below are a series of pertinent comments of the feelings of the administrators which this writer feels are necessary. These show the variety of feelings that the administrators have concerning the certification requirements for speech teachers in Kansas. The school names as well as the names of the administrators have been omitted. These comments are quoted verbatim from the administrator's questionnaire and are categorized as follows: (1) foreseen curriculum changes: a. for those administrators who plan to make changes, and, b. for those who will be forced to make changes without application of the "Grandfather Clause." (2) administrators who claim that the State Department of Education does not understand the problems of the smaller schools. (3) those administrators whose speech teachers are qualified but question the availability of certified speech teachers in the future, and (4) miscellaneous comments.

#### Class AA 1. a. For those administrators who plan to make changes

Requirements too high--we aren't having much luck at hiring qualified speech teachers at this point--we may be forced to discontinue all speech.

Our teacher is leaving, but we do hope to be able to hire an English teacher to handle speech and call course something else.

If our present teacher leaves within another year, we will have to drop speech and debate.

Our high school will not be able to offer speech because of the new requirement.

Class AA 1. b. Will be forced to make changes without application of the "Grandfather Clause."

Our teacher has ten hours and is damned good, 'Grandfather Clause' if we lose her, we are in trouble.

We have one qualified and one under 'Grandfather Clause.'

Not affect at present--because of 'Grandfather Clause.' If she leaves, probably change speech in curriculum to Oral English.

We may have to drop speech for we are now under the 'Grandfather Clause.'

Should I lose the two I have, we could not afford to hire only a speech teacher...retain same speech teachers under 'Grandfather Clause'...very few available, and we could not afford them.

'Grandfather Clause'--we'll have difficulty hiring certified teacher.

We are hanging onto our teacher under 'Grandfather Clause.' After that--no speech will be taught.

Teacher under 'Grandfather Clause.' If she leaves, no speech.

Our teacher stays under the 'Grandfather Clause'--if she leaves, so much for the speech class.

Teacher under 'Grandfather Clause.' We hope she will not leave.

Class AA 2. Administrators who claim that the State Department does not understand the problems of the smaller schools.

I think this 24 hour requirement is ridiculous and unnecessary.

The new requirements make it difficult to get qualified teachers; most with 24 hours have an excess in the area of play directing and stage production which I feel is not necessary to teach a class of regular speech. Perhaps special requirements should be had for classes taught as follows: Drama, Debate, Plays, why can't State understand?

I do not feel it is necessary for a high school speech teacher to have 24 hours. What's wrong with those guys in Topeka?

Twenty-four hours too much--State Department does not understand.

Securing a teacher under the 24-hour rule will be difficult. I do not believe that 24 hours is necessary to effectively direct speech activities.



From past experiences it seems that 24 hours is excessive; twelve to sixteen hours seems more realistic.

This requirement is just another of the impossible ones for small schools to comply with. If this requirement is permitted to become effective as scheduled, it will either eliminate speech and debate completely, or the superintendents of half of the districts in Kansas will have to do more covering up, change names of course, or some other type of false reporting.

I believe this is too stiff a requirement too fast...State is just doing another thing to try to close smaller schools.

We offer one unit in speech and one in drama--our teacher spends remainder of time teaching English. Certification requirements in general for all areas should be reviewed as they apply to the smaller schools of Kansas.

I have told the fellows in Topeka many times that they had better quit tampering with accreditation standards, and my board has also expressed this view in person to their representatives at regional meetings on accreditation. Maybe you can help to get grass roots opinions through to the Great White Father in Topeka. Good luck...let me hear from you.

This is another of the many directives from Topeka that are aimed at the small Kansas high schools--we cannot afford a separate speech instructor, so we have an alternative--violate the edict or drop our present speech offering in both of our high schools, thereby further penalizing our students.

This will definitely affect us and many other smaller schools... we hire mainly for English hoping they have enough speech to handle our classes...with stiff certification, we have problems.

This new certification requirement is not realistic or practical. Speech is closely related to Language Arts and schools now require 24 semester hours in speech is ridiculous in order to teach the subject.

Class AA 3. Those administrators whose speech teachers are qualified but question the availability of certified speech teachers in the future.

When we try to employ a replacement, we will have difficulty.

Our present teacher meets these requirements and will stay in our system. However, I could see where some districts our size could have a problem if they have a change.

When necessary to hire a replacement for our present teacher, she must teach English classes too--teacher now qualified for speech.

We are in the process of trying to find a teacher for our speech program. If we cannot find a qualified person or get special permission, then we are out of luck. Our program needs improvement and we are trying.

If our present teacher ever leaves, we'll have a problem. We keep our fingers crossed, for larger schools are after her... she is qualified.

Eventually we will have to hire a fully qualified speech teacher and this seems impossible in a school our size.

Our speech teacher is leaving, and we may have difficulty finding a replacement.

Probably can't find teachers who meet new requirements.

Teacher is now certified, but if she leaves, problems.

We plan to meet the requirement as soon as a position can be established--this is high priority with our district but budget problems prevent adding another staff member.

Hopefully, hire qualified teacher.

Looking for a qualified speech teacher who can also teach in another area.

We have a certified teacher at the present time, but she is in demand at other larger schools...if she stays with us, we are O.K., but if she leaves, we are in trouble for in schools our size, it is impossible to hire a qualified speech teacher because we do not offer enough courses in speech to have her teach speech only. We must employ a combination--either English and Speech, Psychology and Speech, or etc. and we have found that teachers are qualified in English and Psychology, but not in Speech...the new certification standards will make it impossible for small schools to offer these courses for credit.

Affect--if we can retain our present teacher, we will meet the new qualifications. If she leaves, we may not be able to meet it.

Our speech teacher (not qualified) has resigned...we will employ only certified personnel.

We plan to employ new speech teacher if we can find one who will come and who is qualified.

I anticipated this problem last year and made sure the person I hired would meet the new requirement.

I would hope we can keep our teacher. She has a graduate degree and would like to get into college work. She is qualified and we hope she stays.

We're lucky--she's qualified and she's coming back.

Class AA 4. Miscellaneous comments.

Not affect--this is a routine change, basically--certification had nothing to do with the change.

Our teacher is leaving for advancement. We need replacement to teach English and Speech classes. With new requirements, we will be fortunate to employ a person in our 2-A school who can meet both requirements...If a person has been certified earlier, the "Grandfather Clause" should be in effect even if they CHANGE SCHOOLS. This is the real weakness in the new requirement.

Our salaries seem to be better than some, and we are lucky in attracting certified personnel.

Class A 1. For those administrators who plan to make changes.

Unrealistic--many GOOD speech teachers will be unable to continue due to new certification. Will probably have to drop speech.

New certification places penalties upon smaller high schools--reduces curriculum.

It is an unreal burden on our smaller schools...will probably have to drop it rather than continue uncertified.

If applied vigorously, it will wipe out our whole program for next year and years to come...we will simply include facets of speech and drama into our English IV programs...and call it English.

Affect--it already has...we are doing without speech due to requirements...guess we'll have to set up large schools since we are in competition with...

Speech teacher of small high schools must also be qualified to teach in another area. Twenty-four hours in speech will be eliminating this program. We do not have the money to hire a speech teacher for one or two classes.

Probably be impossible to obtain a teacher and speech program will close. Amount of college hours in speech and ability to speak effectively has little relationship after the first ten or twelve hours--

We employed a person four years ago who was to teach speech. For two years we had our 'hands slapped' by the State. Now not qualified and students have asked why no speech? We may offer basket weaving and actually teach speech or we will cut out the program completely.

Class A 1. b. For those administrators who will be forced to make changes without application to the "Grandfather Clause."

Teacher under 'Grandfather Clause'...we will call our speech class Oral English.

Limited offering...'Grandfather Clause.'

Extra training helpful, but not necessary--we are under the 'Grandfather Clause.'

Speech will have to be hidden within another class and will not receive attention that it should ('Grandfather Clause' now).

If present teacher leaves, we'll drop speech...'Grandfather'

No reason for this ridiculous requirement. If we must replace our speech teacher ('Grandfather Clause'), we'll be forced to drop speech. Some colleges don't teach 24 hours of speech.

'Grandfather Clause' and when she leaves, we'll probably list speech by another name to get by.

Teacher now under 'Grandfather Clause'--if she leaves, we would be unable to employ a speech teacher who meets new certification requirement; therefore, will drop speech from our curriculum.

We will not be able to offer speech as we will not be able to hire a full-time speech instructor. Probably will have to drop speech at senior high level--only qualified under 'Grandfather'--our junior high principal is current teacher under 'Grandfather'...

We are now under 'Grandfather Clause.' If teacher leaves, we will probably drop speech from the curriculum or change to another name.

Class A 2. Administrators who claim that the State Department does not understand the problems of the smaller schools.

Twenty-four hours in speech too much, most of us will not be able to secure teachers. We had difficulty securing one with six hours in the subject of English and a few hours in Speech. They don't care about the smaller schools in the State Department.

...what are they trying to do--get rid of us smaller schools?

The State seldom knows what the problem is at the local level. A school our size cannot find or justify a full-time qualified speech teacher (24 hours).

Impossible...too many hours.

State requirements as proposed by State Department seem more discriminating and hurtful than beneficial. Children can't be educated by unbending rules--schools are made up of children. I am not in sympathy with such high-handed methods of accreditation.

I can't see how a small school is ever going to meet this requirement. I think it is ridiculous to have a beginning teacher come and offer only \$6,400.00 salary. I personally feel the State Department has their priorities reversed. Why not pressure the Governor and Legislature to get rid of the 105%--then a person could expect to compete for qualified personnel.

High qualification puts heavy burden on smaller schools in maintaining an adequate speech program...there is no understandable reason that speech teachers' requirements should be any higher than any other teacher's qualification in this subject area. This appears to be a move to improve the salary demands of a specific subject area.

New requirements are not reasonable at this time.

We are in one hell of a mess. Thanks to the State Department. Twenty-four hours, too much for us.

State doesn't understand problems of the smaller schools.

Our teacher has over 24 hours, but is still deficient--needs specific course in debate and discussion--this is ridiculous.

Speech certification requirements for smaller schools are too severe. We must have combination--two fields--State still trying to close us.

New speech requirements are absurd.

Class A 3. Those administrators whose speech teachers are qualified but question the availability of certified speech teachers in the future.

We are trying...but must have combination.

When we must hire certified personnel, we will not be able to do so, and I doubt that 10% of the A schools can do it either.

It will make it most difficult, if not impossible, to hire certified speech teachers for they will also have to be certified in English, too, in our school.

Because our teachers must teach other courses than speech, it makes it extremely difficult to hire in new people certified.

For many years, I have encouraged our administration to hire a teacher with a minor in speech, but we cannot find a combination.

Will eliminate course until teacher is available. Will go one more year if possible under special permission.

For small high schools, speech requirement unrealistic... difficult to employ a teacher to teach only one or two speech classes.

New certification requirement will eliminate speech from our program. We cannot afford to add a new teacher or extra on our staff...I suspect half the schools in Kansas have this same problem--schools our size.

Tax lid will not allow hiring to meet requirement. We have to hire combination teachers--and most difficult to find qualified speech teacher who is qualified in another field, too.

More difficult to obtain teachers who are qualified due to our remote geographic area. This new requirement will raise the quality of teaching, which is good, but will present some problems in staffing in small schools such as ours.

We do not have a speech department. I will be happy to employ a teacher who is qualified if he is available and can teach in additional fields.

When I have to replace my present teacher, you bet, a problem!

Our position is combination English-Speech. Difficult to find English teachers who have 24 hours in Speech. We are just fortunate to have this combination...hope we can keep her. If she leaves, the speech program will be dropped because just speech alone, load is too light.

We will not be able to hire a person since we will not be able to justify the expense of the few speech classes. We have three small high schools. We cannot hire three persons nor can we create a traveling teacher situation because of roads, distance, and the lack of attraction of a traveling teacher position.

We are lucky so far--we found a qualified teacher in both English and Speech, but our future may be shaky.

The teacher employed must be qualified to teach at least English in addition, and we can't find this combination that is certified in both. College graduates just entering teaching should be sure that they are qualified to teach English, Speech and Drama. Most small schools need someone qualified in at least two of the three areas.

Since it is necessary to have speech as a combination assignment, it will be extremely difficult to find a teacher prepared in two fields. We are not large enough to offer a complete program. I feel the new requirement will cause a decline in speech courses offered in our smaller schools. I often wonder if this and other requirements are not designed to eliminate the smaller high school?

We do not have enough students to hire just a speech teacher; however, if we could find one qualified in additional areas, we would be happy. We have other staff members who are, in my opinion, very good, but do not have 24 hours. If we must drop them, then our students no longer can get any experience in public speaking before graduating.

If replacements are necessary, I doubt that the supply will meet the demand. Certification requirements are unrealistic and will mean the elimination of speech and dramatics from many small schools across the State.

#### Class A 4. Miscellaneous comments.

Our speech teacher is excellent without having the 24 semester hours. We aren't going to worry yet.

We never have offered speech.

Our school is closing so one less problem to worry about.

We have gotten around the State before.

In conclusion, it is obvious that there is a need for serious discussion between the Kansas State Department of Education and the administrators of the smaller high schools in Kansas concerning this speech certification requirement. Much animosity and distrust is expressed by the administrators. Apparently there is a significant breakdown in communication between the State Department and the administrators in the small high schools in Kansas.

## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS

The conclusions of this study should be rather apparent. This study does not profess to pass judgment on the speech certification requirements as being either good or bad, but rather only reports the effect that this requirement would have on the Class AA and A secondary schools as reported by the speech teachers and administrators of these schools.

Since 51 percent of the Class AA teachers qualify under the new speech certification standard and only 25 percent of the Class A teachers qualify, the problem of the Class A teacher is obvious. Either the speech teachers in the Class A schools must return to school and take additional hours to meet this certification requirement, or when this requirement is adopted, these teachers will not be certified. At the present time, thirty-nine teachers in the Class A schools report that they will not take additional hours in speech while eleven report they are willing to do so.

The finding is reinforced in Class AA schools where thirty-two teachers report they will not take additional hours in speech and only nine are willing to do so.

The vivid comments by the administrators in the Class AA and Class A schools predict that there will be little support from this group to increase certification requirements. Much of their comment is based upon problems that are inherent in all smaller schools:



(1) small enrollment of students, (2) limited curriculum offerings, (3) need for teachers with ability to teach in at least two major fields, and (4) financial difficulty in hiring a teacher only to teach speech.

If the students in the Class AA and A schools are to benefit by qualified instruction, certainly more than 40 percent of the Class AA and 12 percent of the Class A teachers should have majors in Speech Arts. This study reinforces the discussion by members of the Kansas Speech Association that at least 50 percent of the teachers in the Class AA and A schools have English as their majors rather than Speech. A solution to the problem as viewed by the administrators is for undergraduate speech majors to acquire a double major including the area of both Speech and English. If a student is preparing himself to teach speech in the smaller high schools in Kansas, more job opportunities will be made available to him under the present program if he has at least twenty-four hours in English in addition to his Speech major.

The "Grandfather Clause" as defined by the Kansas Department of Education protects those teachers remaining in the system and would not eliminate them from teaching speech the following year. The "Grandfather Clause" reads: If you are now teaching in a secondary school and do not intend to transfer, then you may continue teaching speech and drama without further certification. Eighty-two teachers in Kansas, thirty-nine of those in the Class AA schools and forty-three teachers in the Class A schools, are protected at this time by the "Grandfather Clause." It is apparent that these eighty-two would be a diminishing number since all new teachers certifying in speech in Kansas will need to meet the new speech certification requirement that

will become effective in September, 1971. The problem of the "Grandfather Clause" should phase itself out as these teachers either reach retirement age or elect to move from their present teaching system.

Of the Class AA and A schools, it is noted that 40 percent of the Class AA teachers have been continuing their academic preparation to become certified in speech while only 26 percent of the Class A teachers are continuing their work for speech certification. Also, those Class AA and Class A teachers who are furthering their speech education are attending mainly Kansas colleges. Of the 114 teachers attending various colleges, only eighteen are attending schools out of the State.

The largest number of students attending these State schools are: Kansas State Teachers College, Emporia--eleven; Fort Hays State Teachers College--seven; Kansas State University--seven; Kansas State Teachers College, Pittsburg--five; Kansas University--four; Wichita State University--four.

If the speech certification requirement is enforced and it becomes mandatory that the teachers of speech must be certified to teach speech, then these Kansas colleges and universities may need to provide appropriate evening classes, extension courses and summer workshops to serve the speech teachers in Kansas.

The results of the questionnaire to the administrator reinforced much of the material found in the results of the teacher questionnaire. Interestingly enough, questions six and seven of the administrator questionnaire stimulated a diversity of comments concerning the new speech certification requirement. Many administrators feel that the implementation of this requirement would directly affect

their ability to have and maintain a good speech program taught by a speech teacher who is not necessarily qualified. Over 68 percent of the Class A administrators and 35 percent of the Class AA administrators stated that their speech program would be directly affected if this requirement becomes mandatory.

Encouragingly, however, in the Class AA schools, 48 percent of the administrators believe that this would not affect their program. The Class A administrators strongly felt that their speech program would be seriously jeopardized if this speech certification requirement became mandatory.

Under the Class AA classification, the administrators plan to retain sixty-two of their speech teachers for the 1971-72 school year. Of these, thirty-four would be qualified under the new speech certification requirement; twenty-six would be permitted to continue teaching protected by the "Grandfather Clause" and two plan to request special permission from the Kansas State Department of Education. Five of the Class AA schools will eliminate speech entirely from their curriculum or their speech teacher is not returning.

In the Class A high schools, 70 percent of the administrators will retain their same speech teacher; only sixteen of whom will be qualified under new certification requirement. Fifty-two will be protected by the "Grandfather Clause." Two will request special permission from the State and three will be deleting their speech program or their speech teacher is not returning. Seven plan to employ new speech teachers who, hopefully, will be qualified under the new speech certification requirement.

A very interesting problem was brought to light by this study. One Class AA administrator commented that his teacher has forty-two hours in speech and drama, but was not certified due to lack of debate. Another administrator shared the information that his teacher with thirty-six hours in speech and drama could not certify due to lack of debate. The obvious answer to these teachers is a summer workshop or a course taught during the academic year to reach certification requirement.

The administrators report that the largest number of speech teachers at the present are employed to teach speech courses and to direct plays. The greatest difference between the Class AA and A schools seems to be in the area of debate. Almost eight times as many teachers teach debate in Class AA schools as in Class A.

The administrators in Class AA and A schools strongly recommend that anyone preparing to teach in a smaller high school in Kansas prepare himself for the uniqueness of small classes and small student enrollment by having two or more teaching fields. At this time in the Class A schools, thirty-eight teachers are teaching English, but also are involved in co-curricular play production or interscholastic debate while the number jumps to sixty-one in Class A, ranging them from Music, Industrial Arts, Home Economics, Fine Arts, Physical Education, Foreign Language in subject areas taught. It would seem that undergraduate students at the college level should seriously consider double majors in Speech and English.

Questions number six and seven motivated extensive comments by the administrators. The majority of these comments bemoaned the

fact that the State Department of Education really was not interested in and did not understand the problems of the small high schools in Kansas. Mention was made of the effort by the Kansas Speech Association by these administrators. All comments were directed toward the Department of Education. Many administrators felt that if the certification requirements were made mandatory for the AA and A schools, that their program would be seriously jeopardized. They stated that they could not afford to hire a qualified speech teacher just to teach speech, and that if the requirement was finalized, there would be a need to drop from curricular to co-curricular activities in speech to by-pass this need for certified speech teachers. A change in course title from Basic Speech to Oral English was suggested by several to by-pass this requirement.

A very pressing problem seen by the administrators would be a loss of the teachers now protected by the "Grandfather Clause." Many made comments that their present system could function adequately as long as the teacher so protected stayed in the system or did not retire but they were seriously concerned as what would happen to their speech program when this teacher was no longer in their system. Many administrators realized that although they had a qualified speech teacher at the present time, that the smaller high schools are considered by many teachers as a training ground or a stepping stone into a larger system. Quote: "I hope we can keep our teacher; she has a graduate degree in Speech, but other larger schools in the area are competing for her service."

One administrator summarized what was felt by many. "If this requirement is permitted to become effective as scheduled, it will

either eliminate speech and debate completely, or the superintendents in half of the districts in Kansas will have to do more covering up, change names of courses, or do some other type of false reporting."

Contrary to the concern expressed by the administrators, a prediction of the 1971-72 courses to be offered in their Class AA and A schools is not decreasing as one might expect. One would be led to believe that the Speech Arts program would be severely curtailed by the twenty-four speech certification requirement; however, in both the Class AA and A schools an increase in almost every course offering is noted. In Class AA as reported by the administrators, there will be an increase from twenty-six to thirty-two in Speech II. Debate is to be increased from twenty-nine to thirty-three, drama from thirty-three to thirty-nine. The only decrease noted was a decrease in Speech I from seventy-four to seventy.

In the Class A schools some decrease is predicted. Speech I is predicted to drop from sixty-two to sixty; Speech II--thirty-two to seventeen; Debate from eleven to ten; Drama--seventeen to sixteen; but the teachers reported a decrease in Speech I from fifty-nine to fifty-five; Speech I to be increased from ten to seventeen; an increase in Debate from eight to twelve; and in Drama from fourteen to sixteen. Discrepancies in these figures result in the fact that not all speech teachers and administrators from the same school answered the same questionnaire. However, these tables verify little change predicted from the 1971-72 school year.

Both the Class AA and A schools have strong co-curricular activities. It is interesting to note that plays, league contests, (KHS and etc.), and one-act plays play an important part in the

co-curricular activities in these schools. Nearly four times as many schools Class AA offer debate as Class A.

By visiting with members of the Kansas Speech Association who have been active in encouraging increased certification requirements for Kansas speech teachers, this study, according to them, has invaluable information and could be used as a guide in better understanding of the problems of the smaller schools in Kansas. Xeroxed copies of the administrators comments were mailed at the request of a member of the Kansas Speech Association Certification Committee to the President of the Kansas Speech Association and the members of the Speech Certification Committee. One Committee member stated they had no idea that the administrators of the Class AA and A schools were so negative to increased speech certification requirements.

By releasing this study, this writer hopes that the information found in this study will prove profitable not only to the teachers and administrators in the Class AA and A schools, but also to the governing board and members of the Kansas Speech Association and to the State Department of Education in helping to resolve the problems that Kansas faces in trying to upgrade the profession of the speech teacher. It will now be up to the Kansas State Department of Education, Kansas Speech Association and the administrators and all interested in this problem to meet together to discuss the problems and to do what is feasible and best to improve the teaching of speech in Kansas.

## BIBLIOGRAPHY



## BIBLIOGRAPHY

### A. BOOKS

- Hedde, Wilhelmina G., William Norwood, and Victor M. Powell. The New American Speech. New York: J. B. Lippincott Company, 1963.
- Webster, Merriam. Webster's New Collegiate Dictionary. Massachusetts: Merriam Company, 1963.

### B. PUBLICATIONS OF ORGANIZATIONS

- Kansas State High School Activities Association. Kansas High School Activities Directory, (1970-1971).

### C. PERIODICALS

- Cropp, David. "Resource Materials Activities of Speech Associations-- Kansas," The Speech Teacher, XVIII (March, 1969), 169.
- Patton, Bobby R., and David Cropp. "A Survey of Speech Activities in Secondary Schools of Kansas, 1969-70," Speech and Drama Service Bulletin, The University of Kansas, XIII, No. 6 (March, 1970), 21.
- Robinson, Karl F. "Recent Trends in Certification of High School Speech Teachers," The Speech Teacher, VIII (March, 1959), 118.

### D. UNPUBLISHED MATERIALS

- Kansas State Board of Education. "Special Session: New Speech Standard in Kansas: May 19, 1970." (Minutes)
- Kansas State Board of Education. Public Hearing: New Speech Standard in Kansas: July 6, 1971, (Letter to Mrs. Kay Dudley dated July 19, 1971).
- Kansas State Board of Education. Letter from Floyd Herr to Mrs. Kay Dudley dated April 16, 1971.
- Speech Association of America. "Legislative Assembly, December, 1969."
- Vinson, Wanda M. Kansas High School Activities Association: Special Study of Kansas Speech Curriculum and Speech Instructors' Education, 1966.

APPENDIX A

LIST OF CLASS AA AND CLASS A KANSAS HIGH SCHOOLS  
TO WHOM QUESTIONNAIRES WERE SENT  
TO BOTH ADMINISTRATORS AND TEACHERS

The following is a list of the Class AA and Class A Kansas High Schools to whom questionnaires were sent to both administrators and teachers:

Class AA		Class A	
Alma	Leon	Argonia	Harveyville
Andover	Lincoln	Ashland	Haviland
Arma-Northwest	Lindsborg	Attica	Healy
Atwood	Linn	Axtell	Herndon
Baldwin	Lost Springs	Beloit	Hotcomb
Basehor	Lyndon	Bennington	Holyrood
Belle Plaine	Maize	Bern	Hope
Burlington	Mankato	Bird City	Hoyt
Burrton	Marion	Blue Mound	Ingels
Caldwell	Meade	Bogue	Jennings
Caney	Minneapolis	Brewster	Kiowa
Centralia	Moundridge	Bucklin	Lenora
Cheney	Neodesha	Burden-Central	LeRoy
Cherryvale	Ness City	Burlingame	Lewis
Cimarron	Oakley	Burr Oak	Logan
Clafin	Onaga	Bushton	McCracken
Clearwater	Osage City	Canton	McLouth
Clyde	Oswego	Cawker City	Macksville
Conway Springs	Oxford	Cedar Vale	Madison
Cottonwood Falls	Palco	Chase	Marquette
Dighton	Peabody	Chetopa	Miltonvale
Douglass	Plainville	Clifton	Mullinville
Elkhart	Rose Hill	Coldwater	Norwich
Ellinwood	Satana	Copeland	Paradise
Ellsworth	Sedan	Cunningham	Parsons
Erie	Spearville	Deerfield	Pretty Prairie
Eudora	Spring Hill	Dexter	Quinter
Frankfort	Sterling	Dover	Rolla
Galena	Stockton	Durham	Seandia
Greensburg	Syracuse	Edson	Sedgwick
Halstead	Troy	Ensign	South Haven
Hanover	Wellsville	Eskridge	Tescott
Haven	Whitewater	Florence	Utica
Herington	Yates Center	Ford	Wakefield
Hess ton		Fowler	Zenda
Hill City		Galva	
Hillsboro		Genesco	
Hoxie		Glasco	
Humboldt		Glen Elder	
Inman		Goessel	
Kinsley		Gorham	
LaCrosse		Greeley	
Lakin		Hamilton	
Langdon-Fairfield		Hanston	
		Hardtner	

**APPENDIX B**

**SAMPLE LETTER TO TEACHERS**



Sacred Heart College

3100 McCormick Avenue  
Wichita, Kansas 67213

---

April 2, 1971

Dear Fellow Teacher,

Much interest has been generated state wide concerning the new speech certification requirement which will become effective September, 1971. The Kansas Certification Handbook states that a speech teacher to be certified must have twenty-four semester hours in speech. These include at least one course in each of the following: Public Speaking, Theatre, and Discussion and Debate; and one from the following three: Oral Interpretation, Speech Correction or Voice and Diction. If, however, a teacher is already in a system and does not intend to move, then she is protected under the "Grandfather Clause."

To my knowledge no one has actually contacted teachers in the Class AA and A high schools to get their reaction to this new requirement. I am interested in these schools since I have taught in both classes and realize some of the unique problems facing the speech teachers in Kansas.

Enclosed is a questionnaire which I am asking you to please complete and return to me as soon as possible.

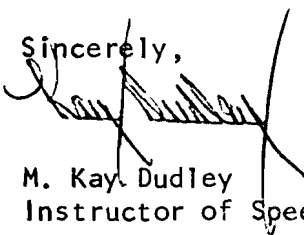
Please feel free to answer this form candidly. All information used will be treated anonymously unless special permission is first obtained. I cannot emphasize too much that the success or failure of this study rests mainly with you and your administrators throughout the state who are the best source of information for such a study.

I realize that you are very busy at this time of year, but I am asking just a few minutes of your time to help clarify the problems that could result in this new certification requirement.

Enclosed is a stamped self-addressed envelope for your convenience, and I promise that all participating in this study will receive an abstract of my conclusions if you so desire.

I extend my sincere thanks for your cooperation.

Sincerely,

  
M. Kay Dudley  
Instructor of Speech and Drama

APPENDIX C

QUESTIONNAIRE TO TEACHERS

QUESTIONNAIRE TO TEACHERS

1. Are you eligible for the new speech certification standard which will become effective in September, 1971? ( ) Yes ( ) No
2. If you are not eligible for certification, how many hours do you need? \_\_\_\_\_
3. Have you continued working toward certification requirements during the past two years? If so, please list the colleges and number of hours.

<u>School (college or university)</u>	<u>Hours-Credit</u>
_____	_____
_____	_____

4. If not, do you plan to take additional courses in speech to meet this requirement? ( ) Yes ( ) No
5. If you do not, what are your plans? \_\_\_\_\_  
\_\_\_\_\_

6. Are you teaching under the "Grandfather Clause?" ( ) Yes ( ) No  
 (Grandfather Clause: If you are now teaching in a secondary school and do not intend to transfer, then you may continue teaching speech and drama without further certification.)

7. Check the undergraduate major and minor of your bachelor's degree. If you have a master's degree, check the area of concentration:

<u>Bachelor's Degree</u>	<u>Major - Minor</u>		<u>Master's Degree</u>
Speech Arts	( )	( )	( )
English	( )	( )	( )
Social Science	( )	( )	( )
Other	( )	( )	( )

8. Check the speech arts program courses offered in your school in 1970-71:

Speech _____	Dramatics _____
Speech II _____	Stagecraft _____
Debate _____	Other _____

9. What do you anticipate or hope will be offered for the school term 1971-72:

Speech _____	Dramatics _____
Speech II _____	Stagecraft _____
Debate _____	Other _____

10. Check the co-curricular programs in which your school participates:

( ) Interscholastic Debate	( ) Play Production
( ) Forensics	( ) Other _____

(specify)

**APPENDIX D**

**SAMPLE LETTER TO ADMINISTRATORS**





# Sacred Heart College

3100 McCormick Avenue  
Wichita, Kansas 67213

---

April 2, 1971

Dear Administrator,

Much interest has been generated state wide concerning the new speech certification requirement which will become effective September, 1971. The Kansas Certification Handbook states that a speech teacher to be certified must have twenty-four semester hours in speech. These include at least one course in each of the following: Public Speaking, Theatre, and Discussion and Debate; and one from the following three: Oral Interpretation, Speech Correction or Voice and Diction. If, however, a teacher is already in a system and does not intend to leave, then she is protected under the "Grandfather Clause."

To my knowledge no one has actually contacted teachers in the Class AA and A high schools to get their reaction to this new requirement. I am interested in these schools since I have taught in both classes and realize some of the unique problems facing the speech teachers in Kansas.

Enclosed is a questionnaire which I am asking you to please complete and return to me as soon as possible.

Please feel free to answer this form candidly. All information used will be treated anonymously unless special permission is first obtained. I cannot emphasize too much that the success or failure of this study rests mainly with you and your fellow administrators throughout the state who are the best source of information for such a study.

I realize that you are very busy at this time of year, but I am asking just a few minutes of your time to help clarify the problems that could result in this new certification requirement.

Enclosed is a stamped self-addressed envelope for your convenience, and I promise that all participating in this study will receive an abstract of my conclusions if you so desire.

I extend my sincere thanks for your cooperation.

Sincerely,

M. Kaye Dudley  
Instructor of Speech and Drama

**APPENDIX E**

**QUESTIONNAIRE TO ADMINISTRATORS**

QUESTIONNAIRE TO ADMINISTRATORS

1. Check the speech courses offered in your school for the following years:

<u>1970-71</u>		<u>1971-72</u>	
<input type="checkbox"/> Speech I	<input type="checkbox"/> Speech II	<input type="checkbox"/> Speech I	<input type="checkbox"/> Speech II
<input type="checkbox"/> Debate	<input type="checkbox"/> Dramatics	<input type="checkbox"/> Debate	<input type="checkbox"/> Dramatics
<input type="checkbox"/> Stagecraft	<input type="checkbox"/> Others: (specify) _____	<input type="checkbox"/> Stagecraft	<input type="checkbox"/> Others: (specify) _____

2. Check the speech activities that are co-curricular for the following years:

<u>1970-71</u>		<u>1971-72</u>	
<input type="checkbox"/> Debate	<input type="checkbox"/> Forensics	<input type="checkbox"/> Debate	<input type="checkbox"/> Forensics
<input type="checkbox"/> Plays	<input type="checkbox"/> One-act Plays	<input type="checkbox"/> Plays	<input type="checkbox"/> One-act Plays
<input type="checkbox"/> League cont.	<input type="checkbox"/> Festivals	<input type="checkbox"/> League cont.	<input type="checkbox"/> Festivals
<input type="checkbox"/> KSHSAA Festivals-District, State	<input type="checkbox"/> KSHSAA Festivals-District, State	<input type="checkbox"/> KSHSAA Festivals-District, State	<input type="checkbox"/> KSHSAA Festivals-District, State
<input type="checkbox"/> Others: (specify) _____	<input type="checkbox"/> Others: (specify) _____	<input type="checkbox"/> Others: (specify) _____	<input type="checkbox"/> Others: (specify) _____

3. Circle the number of teachers on your faculty who have 24 semester hours in speech and drama and are involved with curricular and/or co-curricular play production or interscholastic debate in your school:

0      1      2      3      4      5 or more

4. Check the appropriate parenthesis below for each of the teachers in speech arts to indicate what they do in speech arts and the extent of their preparation:

	Teaches Speech Courses	Teaches Drama Courses	Teaches Debate	Directs Plays	Coaches Debate	No. of Hrs. in Speech Art Courses
Teacher #1	( )	( )	( )	( )	( )	( )
Teacher #2	( )	( )	( )	( )	( )	( )
Teacher #3	( )	( )	( )	( )	( )	( )
Teacher #4	( )	( )	( )	( )	( )	( )

