

KANSAS HIGH SCHOOL DEBATE JUDGING, 1967-1968:
AN EXAMINATION OF THE IMPORTANCE ASSIGNED
CRITERIA OF DEBATE EVALUATION BY GROUPS
OF JUDGES ACCORDING TO EDUCATIONAL
LEVEL AND SUBJECT AREA STUDIED

918

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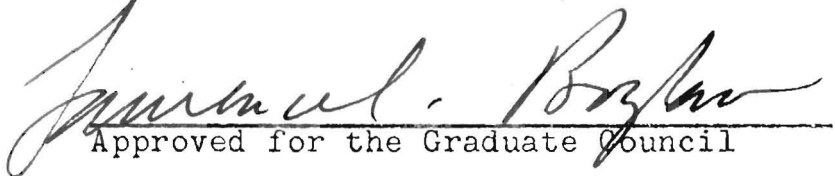
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CHAPTER I

BACKGROUND AND JUSTIFICATION OF THE STUDY

The Speech and Drama Manual of the Kansas State High School Activities Association states; "No coach of a team entered in an invitational [debate] tournament may serve as a judge in more than two rounds per day."¹ Since there are more rounds of debate per day than can be staffed by using coaches as judges, managers of such debate tournaments are forced to look elsewhere for judges.

Judges may be selected from the faculty and staff of host schools, or they may be selected from local citizens in all walks of life. In most cases, the judges are selected from both groups. Judges in Kansas high school invitational tournaments, even though their services are often requested by tournament managers, usually receive no monetary compensation for judging high school debates.

Conversely, the Kansas State High School Activities Association selects and hires judges for the district, regional and state tournaments which are held at the end of the debate season to determine the champion debate team in each of the three high school classifications: AA,

¹Kansas State High School Activities Association, Speech and Drama Manual (Topeka, Kansas: Kansas State High School Activities Association, 1967), p. 10.

A and B (or BB).² Of the thirty-five judges of district tournaments polled for this study, eighteen majored in speech at the college level. Of the sixteen who did not major in speech, seven were former high school debate coaches, and six were speech minors in college.³ Since invitational tournament managers cannot be as selective as the Kansas State High School Activities Association, it may be reasonable to assume that the resulting situation presents the high school debater with two types of judges.

Four questions may be asked. (1) What standards of evaluation are employed by judges of invitational tournaments? (2) What standards of evaluation are employed by judges of district debate tournaments? (3) Are the standards different, and if so, which are different and how do they differ? (4) If the standards are different, why are they different?

Statement of the Problem

The problems presented by the questions in Part I may be stated with the following consideration in mind:

(1) The judges of district and invitational debate

²As of September, 1968, Kansas high schools will be re-classified into five groups; AAAAA, AAAA, AAA, AA and A.

³One of the district judges is a high school graduate only.

tournaments may or may not evaluate debate by two significantly different sets of criteria, and (2) if two sets of criteria do operate, the differences may or may not be attributable to the differences in educational level and/or the subject field emphasized on the college level.

Statement of Purpose

The broad purpose of this study will be to survey the judging criteria employed in Kansas high school debate in the academic year 1967-1968 with special attention to five considerations.

1. The establishment of criteria employed by judges of invitational debate tournaments.
2. The establishment of criteria employed by judges of district debate tournaments.
3. The establishment of criteria selected by groups of judges who possess different levels of education.
 - a. For this measurement, only one distinction will be made; the difference between those possessing a high school diploma or less and those who possess a baccalaureate degree.
4. The establishment of criteria employed by judges who are college graduates and who possess an undergraduate major in speech as opposed to those judges who are college graduates but do not have an undergraduate major in speech.
5. The establishment of differences, if any, in the criteria employed and to what degree the differences are significant.

No attempt will be made to evaluate the relative competence of any judge or group of judges. The study is

intended to be descriptive only in terms of those areas already stated.

Scope of the Study

The broad scope of this study will include the establishment of certain norms which exist in current practices employed by Kansas high school debate judges and the conclusions which may be drawn therefrom.

Special attention will be paid to those comparisons mentioned in Statement of the Problem and Statement of Purpose. Therefore, the study is limited as follows.

The respondents were confronted with a forced-choice questionnaire (see Appendix A) in order to serve the purposes of expediency, insure that the tool would provide the information sought, and require only a minimum amount of time for tabulating.⁴ J. Jeffrey Auer concludes:

The most successful questionnaires are usually those asking for specific and factual information, not those seeking impressions or asking how-do-you-feel-about-so-and-so questions....Questionnaires should be constructed efficiently, so as they require as little time as possible to answer thoughtfully... and also a minimum amount of time for tabulating.⁵

The study is limited to those considerations mentioned in the statement of the problem. The survey

⁴The questionnaire is discussed more fully under Methodology.

⁵J. Jeffrey Auer, An Introduction to Research in Speech (New York: Harper and Brothers, 1959), p. 162.

conducted shows that the Kansas State High School Activities Association hired only one judge with less than a baccalaureate degree for the 1968 district tournaments. It may be useful, therefore, to attempt to establish whether or not differences of criteria for evaluating debates exist between college graduates and those who hold a high school diploma or less.

Further, a preliminary examination has shown that a majority of the judges hired hold an undergraduate degree with either a major or minor in speech. Therefore, an attempt will be made to establish whether or not differences of criteria for evaluating debates exist between speech and non-speech majors.

The following operational definitions are comprehensive only as they apply to this study.

1. Debate Judge: Any person who acts as arbiter of a debate between two Kansas high school debate teams.
2. District Debate Judge: Any person who is paid by the Kansas State High School Activities Association to judge a high school district debate in the State of Kansas.
3. Invitational Debate Judge: Any person who judges a Kansas high school invitational debate without receiving compensation from the Kansas State High School Activities Association.
4. High School Debate: Those debates in which secondary school students engage at either the invitational or district level in the State of Kansas.

5. Debate Judging Criteria: Those standards of evaluation ordinarily employed in deciding which of two teams does the better debating.

Review of Literature

Speech Monographs lists one study similar to this one. James E. Roever wrote a master's thesis in 1958 at the University of Kansas entitled "A Study to Determine to What Extent Academically Defensible Criteria Are Employed in the Judging of Tournament Debates." Mr. Roever's thesis deals with the testing of college level tournament debating during the Heart of America Debate Tournaments of 1957 and 1958. The study is useful in that it establishes the academically defensible criteria used and validates the questionnaire for this current study.

A reading list of twenty-one debate texts and journal articles appearing in the Quarterly Journal of Speech, the Central States Speech Journal, the Southern Speech Journal and the Kansas Speech Journal has been compiled by the writer. Most of the articles are of marginal value in that they relate only vaguely to this study. One, however, "A Study of the Criteria Employed by Tournament Debate Judges" appearing in Speech Monographs, March, 1959, serves to reinforce the questionnaire as being a dependable instrument for determining criteria. It was written by Roever's major advisor at the University of Kansas, Kim Giffin.

The debate texts included in the reading list are taken from those texts currently in print. Only those texts which contain chapters devoted to debate evaluation are used for the purposes of this study.

Dissertation Abstracts revealed no similar or helpful studies done on the doctoral level.

In addition, A Classified Bibliography of Argumentation and Debate by Arthur N. Kruger was searched thoroughly for possible work which may have been done in the area to which this study is devoted, but revealed nothing that has not already been mentioned.

Statement of Hypothesis

The importance assigned a given criterion of debate evaluation will differ between two groups of judges according to the level of education and/or the subject area studied by the groups.

Methodology

Since this study will deal with actual judges in a descriptive frame of reference, some consideration must be given to the selection of participants.

The ideal method of reaching general conclusions from fragmentary data is to construct a sample that will be an exact replica of the population it represents. Theoretically, such an unbiased sample will result from random selection, a procedure giving each individual in

the population an equal chance (or probability) of being selected.⁶

The very nature of the study itself prohibits the complete random selection of judges. Judges are not selected at random by tournament managers, but are given consideration because of qualifications, past experience or some other factor.⁷

Certain limitations exercised in selecting schools for the sample are worth noting. From the list published by the Kansas State High School Activities Association of schools hosting invitational tournaments, only those which had held an invitational tournament during the previous debate season were considered. This procedure allowed the researcher (1) to limit the number of schools and (2) to assure that a particular locale was familiar with interscholastic debate in an attempt to deal with coaches and tournament managers familiar with judge selection. From this group fifteen schools were selected randomly.

The purpose of measuring a sample is to gather data which will reflect the characteristics of the population. It may be expected that the arithmetic mean (M) of a sample will not reflect the exact M of a population.

⁶Ibid., p. 158.

⁷Tournament managers indicated that insofar as possible, they attempt to use judges who have judged tournaments previously.

However, if a truly random sample is drawn from a population, it is reasonable to expect that the sample M will rarely deviate far from the true M . In order to avoid radical error in projecting the results of this measurement, the method of standard error will be used to obtain a closer validity. This can be accomplished by finding the standard deviation (SD) of the raw scores of a sample and dividing it by the square root of one less than the number of cases in the sample. The formula is: $M = \frac{\sigma}{\sqrt{N-1}}$ This function will be performed for each group of judges included in the study. The chances are 68 out of 100 that any randomly drawn sample, M , lies within the range of values between plus or minus one SD of the true mean. The method of standard error, then, will allow the researcher to make a close estimate of the population M within one standard deviation of the mean of the sample. Since the sample treated in this study is a restricted sample, the method of standard error will allow the results to more closely approximate the results of a truly random sample.

The criteria used are the same criteria used by Mr. Roever in his master's thesis (see Review of Literature). Although the criteria were considered dependable by Roever and his advisor, an attempt to re-evaluate them has been made. All current debate texts were surveyed to determine the accuracy and currency of the criteria. A preliminary

survey showed that the criteria were acceptable and did reflect general guiding principles set forth in current texts.

The questionnaire was constructed with three basic divisions: (1) personal data; (2) judging experience; (3) list of criteria; (see Appendix A).

The first two divisions were included to allow discrimination between groups of judges. Since this study is based on the differences in groups of judges, some method of discrimination was necessary. Few problems accrue from this particular function, however, since the process seeks only to gather rather than evaluate data. An attempt was made to require only a minimum amount of the respondents' time.

The third part of the questionnaire listed and described the eight criteria and afforded the respondent the opportunity to rate the criteria; instructions and sample may be found in Appendix A.

The eight criteria were listed alphabetically so as to rule out any chance of an "order of importance" factor. The ninth item was labeled "other" so as to allow the respondent to include a criterion which he considered particularly important to his evaluation of debates or which he felt was not included in the first eight categories.

The data received from the questionnaire has been compiled and tabulated to allow an objective evaluation of the differences sought. The weight assigned each of the nine categories has been tabulated for each of the following groups.

1. Invitational tournament judges.
2. District tournament judges.
3. High school graduate judges.
4. College graduate judges.
5. Non-speech major college graduate judges.
6. Speech major college graduate judges.

While these groups are not mutually exclusive, the overlapping does not slant the results, but provides a clearer internal picture of the choices made by a particular group.

The arithmetic mean for each group will be shown as an expression of central tendency for the weight of each criterial category. While it is entirely possible that some judges may value a criterion as low as "0" or as high as "15", the extremes are valuable only insofar as they are indicative of the choices of a particular group, since this study deals with groups rather than individuals.

In testing the probability of differences between any of the groups included in the study the standard "t-test" will be used.⁸ Theoretically, the t-ratio will

⁸The "normal test", a "t-test" which applies to samples larger than 120, will be used.

allow the researcher to determine whether or not there is a significant difference between the Mean (M) scores of two sample groups. The significance will be statistically computed to a 1 per cent confidence level. Underwood writes: "A deviation of 2.58 m units above and below M includes 99 per cent of the cases in a normal distribution."⁹ Should the difference of the M of any of the groups tested fall outside of the range of the 1 per cent confidence level, it can be stated that a significant difference does exist between the two groups of judges as they are classified according to the pre-set standards.

A final expression of criteria selection will be percentage. Although a fairly simple function, a percentage expression will be useful in determining the proportion of total weight assigned to a given standard of evaluation.

The results of the study will, wherever possible, be expressed graphically through the use of tables, charts and graphs so as to render the results clearer to the reader. Each graphic visualization will be accompanied by a detailed explanation of the results, their implications and generalizations which may be made from them.

⁹Benton J. Underwood and others, Elementary Statistics (New York: Appleton-Century-Crofts, Inc., 1954), p. 44.

CHAPTER II

IMPLEMENTATION AND RESULTS OF THE RESEARCH

Each of the fifteen invitational tournament managers was provided with a packet of materials accompanied by a letter requesting his co-operation; included in the packet was a printed list of instructions designed to assist him (see Appendix B). By comparing the number of completed questionnaires against the number of judges employed, an accurate account of the return could be tabulated for the participating tournaments. However, to compute a return percentage of questionnaires for the entire sample it was necessary to project a potential return for the eight non-participating tournaments. The seven participating tournaments returned 259 completed questionnaires. A total of 326 judges were employed to judge 430 teams participating in these tournaments. To project the return potential of the eight non-participating tournaments the following formula was used:

Seven participating tournaments:
 $326 \text{ judges} \div 430 \text{ teams} = 75.8 \text{ per cent judge-team ratio.}$

Eight non-participating tournaments:
 $75.8 \text{ per cent of } 480 \text{ teams} = 364 \text{ projected judges.}$

Projected total of potential judges: $326 + 364 = 690$

$259 \text{ returned questionnaires} \div 690 \text{ judges} = 37.53 \text{ per cent}$

The returned questionnaires represent 37.53 per cent of

the potential return. Failure to follow printed instructions voided 26 questionnaires, resulting in a return of 233 valid ones.

Each of the eight district tournament managers was also furnished with a packet of materials, including a list of printed instructions, accompanied by a letter requesting his co-operation. A total of 36 completed questionnaires were returned by seven participating tournaments. Since an average of 5 judges attended each of the seven tournaments, the same may be assumed of the eighth, thereby setting the return potential at 40 questionnaires. The actual return thus represents 90 per cent of the potential return. One questionnaire was voided, leaving 35 valid ones.

Regional and state debate tournament judges are not included in this study since they are selected by the Kansas State High School Activities Association from the same personnel as the judges for district tournaments. The conclusions pertaining to the district judges queried may be projected to represent a population; thus data received from regional and state queries would be repetitive.

Computation of the Data

In order to avoid error insofar as possible the computation of all statistical functions was accomplished

with the aid of a Monroe "Epic 3000" calculator. Since the machine was programmed to provide all necessary mathematical data, the method of standard error was performed automatically for each group. The computation was performed in two major stages: the first provided the necessary data from which comparisons to determine the significance of difference between the means could be made. All computations were repeated to insure against error. The formula used to determine the significance of difference is:

$$\text{diff} = \frac{\bar{X}_1 - \bar{X}_2 - (\mu_1 - \mu_2)}{\sqrt{\frac{n_1 s_1^2 + n_2 s_2^2}{n_1 + n_2 - 2}} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Comparison of Group A, Invitational Judges and Group B, District Judges

Table II illustrates comparisons between Group A and Group B according to the arithmetic mean of the proportionate weight each group assigned the criteria. While no significant differences of selection were observed at the 1 per cent level of confidence, other differences are worth noting. A difference at the 2 per cent confidence level can be observed between the two groups concerning the criterion Refutation with Group B assigning the criterion a greater amount of weight. A

TABLE I
 COMPARISON OF ALL GROUPS ACCORDING TO
 ARITHMETIC MEAN

	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E	GROUP F
Analysis	2.08 ^d	2.57 ^d	2.31 ^c	1.92 ^c	3.04 ^a	2.18 ^a
Case	2.07 ^d	2.53 ^d	2.36 ^a	1.86 ^a	2.58	2.30
Delivery	2.08	1.76	2.00	2.02	1.58 ^d	2.09 ^d
Evidence	2.21	2.40	2.30	2.16	2.42	2.27
Human Interest Material	.47	.43	.52	.40	.48	.53
Language	1.37	1.16	1.35	1.34	1.19	1.37
Organization	1.85	1.71	1.96 ^d	1.69 ^d	1.75	2.03
Refutation	1.55 ^b	2.14 ^b	1.73 ^d	1.47 ^d	2.00	1.69
Other	.05	.03	.08	.02	.00	.09

^aSignificance of difference at the 1 per cent level of confidence.

^bDifference at the 2 per cent level of confidence.

^cDifference at the 5 per cent level of confidence.

^dDifference at the 10 per cent level of confidence.

NOTE: The groups are identified as follows:
 A-invitational judges; B-district judges; C-college graduate judges; D-judges possessing a high school diploma or less; E--speech major judges; F--non-speech major judges.

TABLE II

ARITHMETIC MEAN COMPARISON OF GROUP A, INVITATIONAL JUDGES, AND GROUP B, DISTRICT JUDGES

	GROUP A	GROUP B
Analysis	2.0836 ^d	2.5714 ^d
Case	2.0686 ^d	2.5285 ^d
Delivery	2.0772	1.7619
Evidence	2.2103	2.4000
Human Interest Material	.4699	.4333
Language	1.3690	1.1619
Organization	1.8583	1.7142
Refutation	1.5493 ^b	2.1428 ^b
Other	.0515	.0285

^bDifference at the 2 per cent level of confidence.

^dDifference at the 10 per cent level of confidence.

difference at the 10 per cent confidence level can be observed between the two groups concerning Case and Analysis with Group B assigning the criteria a greater amount of weight.

Comparison of Group C, College Graduate Judges and Group D, Judges Possessing A High School Diploma or Less

Table III indicates a significant difference at the 1 per cent confidence level between the mean weight apportioned to Case by college graduate judges and the mean weight apportioned by those judges with less than a baccalaureate degree. The other notable differences between Groups C and D are (1) Analysis, 5 per cent and (2) Organization and Refutation, 10 per cent each. In all cases the college graduate judges weighted the respective criteria heavier than the judges with high school diplomas or less.

Comparison of Group E, Speech Major Judges, and Group F, Non-Speech Major Judges

Table IV shows a significance of difference at a 1 per cent level of confidence between the mean weight apportioned Analysis by speech major judges and the mean weight apportioned by non-speech major judges, with Group E assigning the criterion a greater amount of weight. Also worth noting is a difference concerning Delivery at the

TABLE III

ARITHMETIC MEAN COMPARISON OF GROUP C, COLLEGE
GRADUATE JUDGES, AND GROUP D, JUDGES WITH
A HIGH SCHOOL DIPLOMA OR LESS

	GROUP C	GROUP D
Analysis	2.3116 ^c	1.9180 ^c
Case	2.3561 ^a	1.8647 ^a
Delivery	1.9977	2.0163
Evidence	2.2979	2.1598
Human Interest Material	.5216	.3975
Language	1.3504	1.3401
Organization	1.9589 ^d	1.6885 ^d
Refutation	1.7328 ^d	1.4672 ^d
Other	.0753	.0163

^aSignificant difference at the 1 per cent level of confidence.

^cDifference at the 5 per cent level of confidence.

^dDifference at the 10 per cent level of confidence.

TABLE IV

ARITHMETIC MEAN COMPARISON OF GROUP E,
SPEECH MAJOR JUDGES, AND GROUP F,
NON-SPEECH MAJOR JUDGES

	GROUP E	GROUP F
Analysis	3.0416 ^a	2.1762 ^a
Case	2.5833	2.2950
Delivery	1.5833 ^d	2.0874 ^d
Evidence	2.4166	2.2745
Human Interest Material	.4791	.5300
Language	1.1875	1.3661
Organization	1.7500	2.0327
Refutation	2.0000	1.6885
Other	0.0000	.0901

^aSignificant difference at the 1 per cent level of confidence.

^dDifference at the 10 per cent level of confidence.

10 per cent confidence level with Group F allowing the criterion a greater amount of weight.

Rank-Order Comparisons

The computations which produced arithmetic mean and percentage comparisons also allowed a rank-order comparison. The relative positions assigned the criteria by the test groups may be found in Tables V through XI.

All groups queried relegated Language and Human Interest Material to seventh and eighth places respectively. Since Group A, invitational judges, consists of 121 holders of high school diplomas or less and 112 college graduates, 106 of whom are non-speech majors, individual rank-order comparisons were made of Group A, invitational judges; Group C, college graduate judges; Group D, judges with a high school diploma or less; and Group F, non-speech major judges. Group E is not included since it is doubtful that 6 speech major judges would manifest a noticeable effect on the other 227 members of Group A.

Groups A and C (Table VI) agree on the relative importance of three criteria: Analysis, second place; Organization, fifth place; and Refutation, sixth place. Group D (Table VII) agrees with Group A on the comparative rank of more criteria than do Groups C or F; Groups A and D place Evidence first, Case fourth, Organization fifth

TABLE V
RANK-ORDER COMPARISON OF ALL GROUPS

	GROUP A	GROUP B	GROUP C	GROUP D	GROUP E	GROUP F
1	Evidence	Analysis	Case	Evidence	Analysis	Case
2	Analysis	Case	Analysis	Delivery	Case	Evidence
3	Delivery	Evidence	Evidence	Analysis	Evidence	Analysis
4	Case	Refutation	Delivery	Case	Refutation	Delivery
5	Organization	Delivery	Organization	Organization	Organization	Organization
6	Refutation	Organization	Refutation	Refutation	Delivery	Refutation
7	Language	Language	Language	Language	Language	Language
8	Human Interest	Human Interest	Human Interest	Human Interest	Human Interest	Human Interest
9	Other	Other	Other	Other	Other	Other

NOTE: The groups are identified as follows:
 A--invitational judges; B--district judges; C--college graduate judges; D--judges possessing a high school diploma or less; E--speech major judges; F--non-speech major judges.

TABLE VI

RANK-ORDER COMPARISON OF GROUP A, INVITATIONAL JUDGES, AND GROUP C, COLLEGE GRADUATE JUDGES

	GROUP A	GROUP C
1	Evidence	Case
2	Analysis*	Analysis*
3	Delivery	Evidence
4	Case	Delivery
5	Organization*	Organization*
6	Refutation*	Refutation*

*Denotes same relative importance

TABLE VII

RANK-ORDER COMPARISON OF GROUP A, INVITATIONAL
 JUDGES, AND GROUP D, JUDGES POSSESSING
 A HIGH SCHOOL DIPLOMA OR LESS

	GROUP A	GROUP D
1	Evidence*	Evidence*
2	Analysis	Delivery
3	Delivery	Analysis
4	Case*	Case*
5	Organization*	Organization*
6	Refutation*	Refutation*

*Denotes same relative importance

and Refutation sixth. Groups A and F (Table VIII) agree that Organization and Refutation merit fifth and sixth positions respectively. It would seem that Group D, judges with a high school diploma or less, more nearly reflect the choices of invitational judges than either of the other two groups. Notice, however, that all four groups agree on the relative importance of Organization and Refutation.

In an attempt to assess the influence of sub-groups, a rank-order comparison was employed for district judges. Since thirty-four of the thirty-five district judges queried were college graduates, it is reasonable to assume that the choices made by district judges will be reflected in the choices of college-graduate sub-groups. Table IX illustrates a rank-order comparison between district tournament judges (Group B) and all college graduate judges (Group C). Group C reflects the choices made by all holders of a baccalaureate degree regardless of the subject field studied. Only one similarity can be observed between Groups B and C; they both assign Evidence third place.

While Table X shows that Groups B and F make none of the same choices, Table XI reveals four similarities about Group E, speech major judges and Group B, district judges.

TABLE VIII

RANK-ORDER COMPARISON OF GROUP A, INVITATIONAL JUDGES, AND GROUP F, NON-SPEECH MAJOR JUDGES

	GROUP A	GROUP F
1	Evidence	Case
2	Analysis	Evidence
3	Delivery	Analysis
4	Case	Delivery
5	Organization*	Organization*
6	Refutation*	Refutation*

*Denotes same relative importance

TABLE IX

RANK-ORDER COMPARISON OF GROUP B, DISTRICT JUDGES,
AND GROUP C, COLLEGE GRADUATE JUDGES

	GROUP B	GROUP C
1	Analysis	Case
2	Case	Analysis
3	Evidence*	Evidence*
4	Refutation	Delivery
5	Delivery	Organization
6	Organization	Refutation

*Denotes same relative importance

TABLE X

RANK-ORDER COMPARISON OF GROUP B, DISTRICT JUDGES,
AND GROUP F, NON-SPEECH MAJOR JUDGES

	GROUP B	GROUP F
1	Analysis	Case
2	Case	Evidence
3	Evidence	Analysis
4	Refutation	Delivery
5	Delivery	Organization
6	Organization	Refutation

TABLE XI

RANK-ORDER COMPARISON OF GROUP B, DISTRICT
JUDGES, AND GROUP E, SPEECH MAJOR JUDGES

	GROUP B	GROUP E
1	Analysis*	Analysis*
2	Case*	Case*
3	Evidence*	Evidence*
4	Refutation*	Refutation*
5	Delivery	Organization
6	Organization	Delivery

*Denotes same relative importance

Both groups consider Analysis, Case, Evidence and Refutation the four most important criteria, respectively.

Responses to the Unrestricted Category "Other"

The mean computed for the category Other from all groups collectively was .045. Although most respondents accorded the category no weight, the following items were included by those who did: (1) grooming, (2) general appearance, (3) courtesy to opposition, and (4) the indication by one respondent that this category might include unique problems arising in a particular situation. No significance of difference can be observed about Other between any of the groups. All groups relegated Other to ninth place in the rank-order comparisons (Table V, page 22).

Summary

As a point of reference for those conclusions discussed in the following chapter it is appropriate to recapitulate the results revealed by the data.

Two significant differences at a 1 per cent level of confidence were discovered. (1) Judges possessing a high school diploma or less and judges possessing a baccalaureate degree differ significantly concerning the weight they each assign the criterion Case. (2) Speech major and non-speech major judges differ significantly concerning the weight they each assign the criterion

Analysis. Further differences, though not significant at a 1 per cent level of confidence, were observed about various criteria of debate evaluation.

Rank-order comparisons revealed that invitational judges and judges possessing a high school diploma or less relegated Evidence, Case, Organization and Refutation to first, fourth, fifth and sixth positions respectively. District judges and speech major judges agreed on the relative importance of four criteria, according Analysis, Case, Evidence and Refutation the first four places respectively. All six groups tested accorded Language, Human Interest Material and Other, seventh, eighth and ninth places, in that order.

CHAPTER III

SUMMARY AND CONCLUSIONS

The "normal-test" allows a researcher to establish the difference between the arithmetic means of two samples and to determine whether the difference is significant. The presence of a significant difference between two means permits predictions to be made about a specific behavior of two populations represented by the sample groups.

For this study, all groups which differ at the 1 per cent level of confidence are considered to be significantly different. Auer states, "...the 1 per cent level of confidence means that for 100 relationships inspected we would expect only one to be significant by chance."¹ The 1 per cent level of confidence thus permits a researcher to predict the behavior of a population 99 out of 100 times.

While the evidence in Table II, page 17, indicates that no significant differences exist between invitational and district judges, a difference at the 2 per cent level of confidence can be observed concerning Refutation. On this basis it may be predicted that in 98 of 100 cases, district judges will regard Refutation as a more important criterion than will invitational judges. Likewise, the

¹J. Jeffrey Auer, An Introduction to Research in Speech (New York: Harper and Brothers, 1959), p. 175.

difference at the 10 per cent confidence level concerning Case and Analysis means that in 90 of 100 cases district judges can be expected to assign more weight to those criteria than invitational judges.

The comparison of Group C, college graduates, and Group D, those possessing high school diplomas or less, Table III, page 19, indicates that in 99 of 100 cases, the judges in Group C may be expected to utilize Case as a more important criterion than the judges in Group D. Case tends to become increasingly more important in proportion to the number of speech majors in a given group: Group A, $M=2.07$, 2.5 per cent majors; Group C, $M=2.36$, 16.4 per cent majors; Group B, $M=2.53$, 51.4 per cent majors, and Group E, $M=2.58$, 100 per cent majors. The difference at the 5 per cent level of confidence for Analysis means that in 95 of 100 cases, the college graduate judges may be expected to utilize Analysis as a more important criterion than the judges possessing high school diplomas or less.

The comparison of Group E, speech major judges, and Group F, non-speech major judges, Table IV, page 20, revealed a significant difference at the 1 per cent level of confidence concerning Analysis. We can expect that in 99 of 100 cases, judges who hold an undergraduate major in speech will regard Analysis as more important than those judges who possess an undergraduate major in another field.

In addition, Analysis tends to become increasingly more important in proportion to the number of speech majors in a given group: Group A, $M=2.08$, 2.5 per cent majors; Group C, $M=2.31$, 16.4 per cent majors; Group B, $M=2.57$, 5.14 per cent majors; Group E, $M=3.04$, 100 per cent majors.

Rank-order comparisons revealed that Group B, district judges and Group C, college graduate judges, Table IX, page 27, agreed on the relative importance of Evidence. Because only one similarity exists between these two groups, it would seem that a factor or factors in addition to, or other than, the level of education bear upon the choices of district judges. Table XI, page 29, shows four similarities between Groups B and E concerning the relative importance of Analysis, Case, Evidence and Refutation, in that order; the choices of Group E, speech major judges, more than those of any other group, reflect the choices of Group B, district judges.

Suggestions for Further Research

Before any further research is attempted, some suggestions for the refinement of the questionnaire are appropriate. Insofar as possible, questions requiring written responses should be replaced by items which can be answered with a check-mark or circle. The questionnaire might be shortened to include only those variables that are to be

tested in a single study: if subsequent investigations concerning other variables are desired, the entire process may be repeated. Had these guidelines been more closely followed, a larger response might have been realized.

The purpose of this study was (1) to attempt the discovery of significant differences in the selection of criteria of debate evaluation by different groups of judges; and (2) if such differences exist, to establish whether or not these differences could be attributed to differences in the level of education and/or the subject field studied at the undergraduate level. However, none of the tendencies observed provide grounds for irrefutable conclusions. For example, the inclusion of speech majors in other sample groups may partially account for the proportionate increase of the weight assigned Case and Analysis but should not be held entirely accountable for the tendency. Before the behavior of any group can be attributed to a specific factor or factors, numerous variables must be inspected. It is suggested, therefore, that research might be pursued in six major areas in an effort to discover and clarify factors which prompt a judge or group of judges to select particular standards of debate evaluation.

1. A study of different age groups may reflect some variances in criteria selection.
2. A study of judges by occupation might reveal some differences in the selection of criteria.

3. A study of judges by geographic area from which those judges are drawn might reveal regional influences in choices judges make.
4. A study of the effects of experience at both the high school and college level may reveal differences between the choices of those judges with;
 - a) debating experience;
 - b) judging experience;
 - c) coaching experience;
 - d) combinations of those experiences.
5. A study of the fields of emphasis and/or degree of curricular experience of speech majors may reveal differences in the use of criteria.
 - a) Studies may be made of the differences among speech majors with emphasis in differing areas, e.g., rhetoric and public address, dramatic arts, broadcasting, and pathology.
 - b) Rhetoric and public address majors might be studied to determine differences with regard to (1) courses taken in argumentation and debate; (2) debating experience only; and/or (3) the proportionate combination of coursework and debating experience.
 - c) Studies might be implemented to determine the differences of the use of criteria by judges with various levels of educational attainment, i.e., baccalaureate, master and doctorate degrees.
6. An attempt to establish the differences in the choices of speech majors as opposed to speech minors might serve to clarify choices made by debate judges.

This study, in its narrowest frame of reference, established the behavior of the judges queried; in a broader sense, the study applies to the Kansas high school

debate judging population. Note, however, that the procedures used for obtaining judges in other states often differ to a degree which makes comparison to the Kansas groups tested in this study hazardous. For example, (1) in some states, invitational tournaments hire judges from college faculties located within the tournament area; (2) unlike Kansas, some states do not restrict the number of debates a high school coach may judge; and (3) in some cases, both the invitational and district judges are selected from the same personnel, thereby disallowing the assumption stated in Chapter I. In the final analysis, the behavior of all debate judges cannot be predicted on the basis of any single inquiry. However, the behavior of Kansas high school debate judges can be predicted insofar as the limits of this study will allow.

From the data compiled, it may be concluded that (1) the importance assigned a given criterion of debate evaluation by Kansas high school invitational debate tournament judges and by judges of Kansas high school district debate tournaments will not differ significantly; (2) judges possessing a baccalaureate degree will consider Case more important, at a 1 per cent level of confidence, than judges possessing a high school diploma or less; and (3) speech major judges will consider Analysis more important, at a

1 per cent level of confidence, than will judges who majored in another field.

The results, then, support the hypothesis that "The importance assigned a given criterion of debate evaluation will differ between two groups of judges according to the level of education and/or the subject area studied by the groups."

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APPENDIX A

ENCLOSURE #3

Judges Questionnaire

THIS IS A QUESTIONNAIRE WHICH IS BEING USED TO GATHER DATA FOR A RESEARCH PROJECT THAT IS BEING CONDUCTED AT KANSAS STATE TEACHERS COLLEGE, EMPORIA, KANSAS.

The purpose of this study is to attempt to determine the criteria used by judges of high school inter-scholastic debate.

Necessary to this project is an accurate sampling of the experience and background of the judges as well as an accurate record of the criteria they employ in the evaluation of high school debate.

There are two parts to the questionnaire. Please complete both parts.

The questions are self-explanatory. In many cases they can be answered with "yes" or "no". An attempt has been made to construct the items and questions so as to require only a minimum of your valuable time.

Please read the items carefully and respond as accurately as possible.

Your co-operation is greatly appreciated. Thank you very much.

PLEASE RETURN THE ENTIRE QUESTIONNAIRE TO THE TOURNAMENT MANAGER.

EXPERIENCE

1. Have you judged any debates prior to this tournament?

_____ a. How many? _____ (apprx.)

2. Did you receive instruction in debate judging immediately prior to this tournament? (other than past experience or instruction in past years).

a. If so, please indicate the nature of the instruction below. (Circle the appropriate numbers)

1). Judges school conducted by a high school debate coach.

2). Participant or observer in a debate clinic.

3). A set of printed instructions given you before or during the debate tournament accompanied by verbal explanation.

4). A set of printed instructions only.

5). Other. (please describe) _____

3. Have you ever judged in a college debate tournament?

_____ a. How many? _____ (apprx.)

4. Have you ever coached debate? _____

a. High School _____ b. College _____

5. Do you presently coach debate? _____

a. High School _____ b. College _____

PART I

PERSONAL DATA QUESTIONNAIRE

1. What is your occupation? _____
2. Where do you live? (town only) _____
3. What is your age? _____
4. Did you attend high school? _____ Graduate? _____
5. Did you take any speech courses in high school?
 - a. Explain briefly the nature of these courses; (Drama, public speaking, etc.) _____
6. Did you debate in high school? _____
 - a. If so, did you compete against other schools? _____
 - b. How many semesters did you debate? _____
7. Do you presently attend college? _____
8. Have you attended college? _____ Did you Graduate? _____

Number of semesters attended if not a graduate. _____

 - a. Degree held _____
 - b. Which college(s) did you (do you) attend? _____

 - c. What was your major field in college? _____
 - d. What was your minor field in college? _____
 - e. Did you debate in college? _____
 - f. If so, did you compete against other schools? _____
 - g. How many semesters did you debate? _____

h. Did you take any speech courses in college? _____

1). Describe briefly the nature of these courses and the number of courses taken. (Drama, Public Speaking, etc.)

i. Did you take a course(s) in Argumentation or

debate in high school or college? _____
Describe briefly below.

PART II - RATING SHEET

Using a 15 point total, assign numbers below in the various boxes according to how significant the item is to you when you judge debates. You need not have a number in all the boxes. However, all numbers should total 15. Those items which you consider especially significant should have the highest numbers.

NOTE: The items below are listed alphabetically rather than in any order of significance.

	ANALYSIS - Attention and emphasis upon those arguments which develop and become crucial to a fair decision in the debate.
	CASE - Choice and integration of logically defensible arguments which are clearly related to the proposition.
	DELIVERY - "Speaking well", including good voice usage, good eye contact, appropriate posture, gestures, and platform deportment.
	EVIDENCE - Support of the arguments presented with adequate amounts of pertinent and carefully documented factual information.
	HUMAN INTEREST MATERIAL - Humor, concreteness, emotional appeals, illustrations, etc.
	LANGUAGE - Phrasing of arguments and information in clear, concise and correct language.
	ORGANIZATION - Appropriate ordering of ideas including those selected for refutation, both in constructive and rebuttal speeches.
	REFUTATION - Identification of illogical or irrelevant "arguments" and/or false or impertinent "evidence" given by the opposition.
	OTHER - (name and explain)
	TOTAL

APPENDIX B

ENCLOSURE #1

INSTRUCTIONS TO TOURNAMENT MANAGER

1. Each judge who participates in your tournament should complete one questionnaire. (Enough questionnaires have been furnished to account for a representative sample of judges, even though there may not be enough to go around).
2. So as to control as many variables as possible, I would appreciate your sending me (1) a blank copy of the ballot used at your tournament; (2) a copy of any printed judges instructions or suggestions you may use; and (3) the number of actual judges employed in your tournament.
3. Please return all completed and all unused questionnaires in the envelope furnished.
4. As tournament manager, would you please furnish the information called for on Enclosure #2.
5. Should you incur any unexpected expense in connection with this study, please contact me.

YOUR CO-OPERATION IS GREATLY APPRECIATED. THANK YOU.