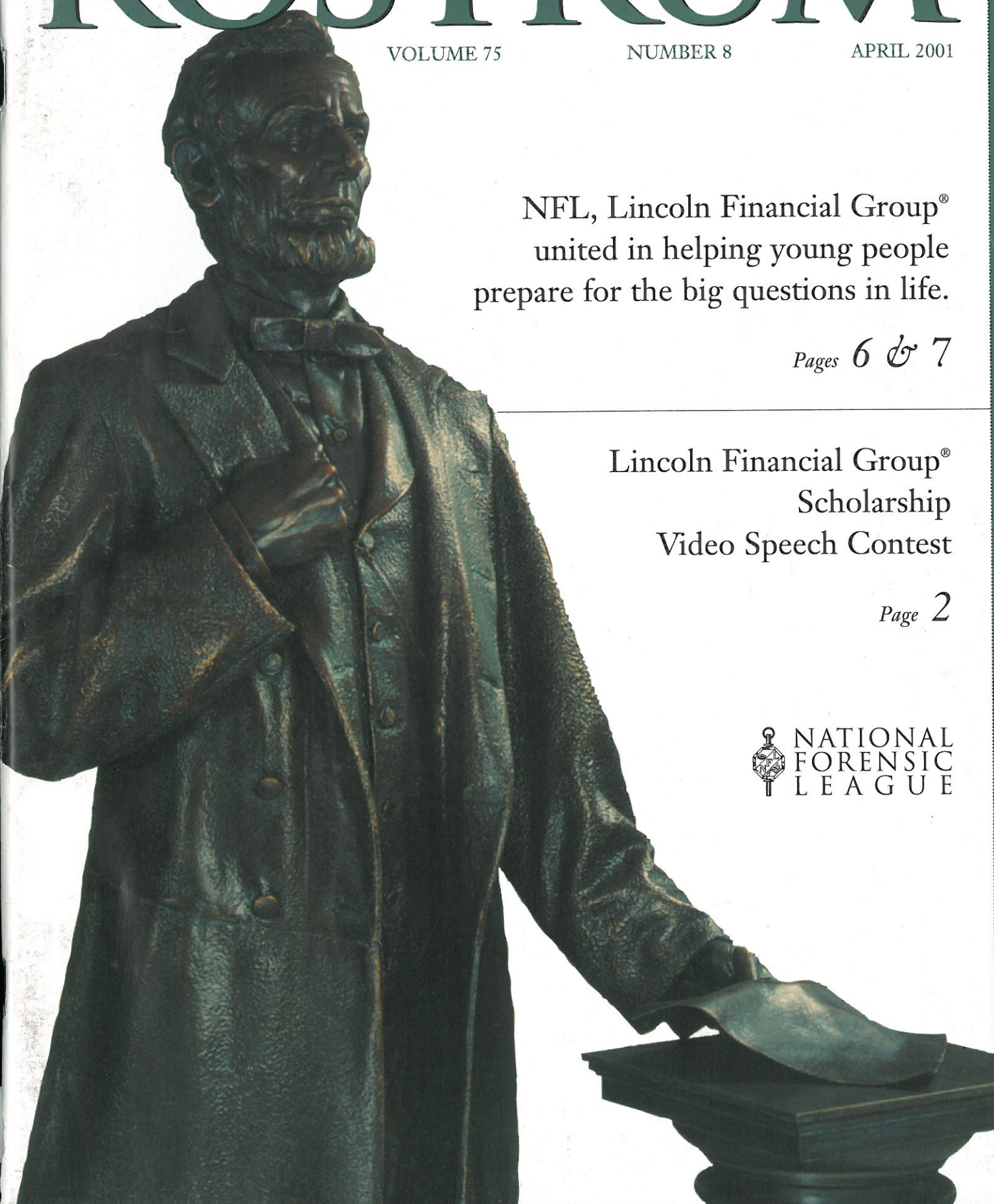


ROSTRUM

VOLUME 75

NUMBER 8

APRIL 2001



NFL, Lincoln Financial Group®
united in helping young people
prepare for the big questions in life.

Pages 6 & 7

Lincoln Financial Group®
Scholarship
Video Speech Contest

Page 2



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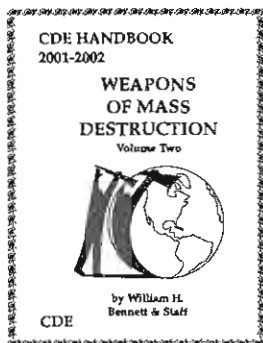
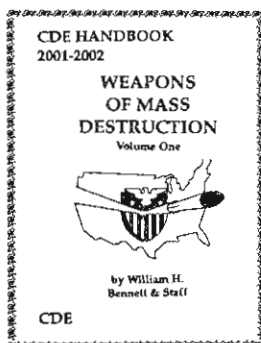
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I have enclosed my \$85 application check (or CC# and expiration).
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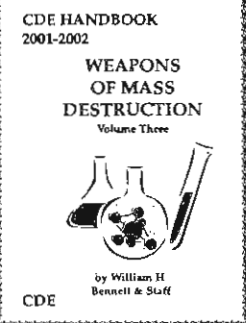
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DEBATE HANDBOOKS FOR 2001-2002 WEAPONS OF MASS DESTRUCTION



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>> 1994: Texas-based speech newsletter finds
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the biggest, most complete, and best debate
books available.

>> 1997: The ROCKY MOUNTAIN EDUCA-
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Michigan, Dale, Communican, and Harvard.
They rank CDE best in every category except
editing.

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- ☐ Debate Handbooks, 3 Vol.....\$69

CONTEST • CONTEST • CONTEST • CONTEST

Your speech could win \$2,000 and qualify you for Nationals

Chances are, you know the three Rs – “readin, ritin and rithmetic.” But have you heard about the fourth one, “retirement planning?”

The **Lincoln Financial Group®** *Scholarship Video Speech Contest* is the first of its kind in the nation. This contest gives you an opportunity to learn about the advantages of retirement planning and compete for a scholarship for your future education at the same time.

What are the prizes?

- The grand-prize winner will receive a \$2,000 scholarship.
- The second-place winner will receive a \$1,000 scholarship.
- Both winners will qualify for expository speaking at the 2001 Lincoln Financial Group National Finals in Oklahoma City.
- Excerpts from the speeches will be published in several Lincoln publications reaching an audience of more than 700,000.
- Video excerpts from the winning speeches will be shown online at LFG.com and at the 2001 NFL Nationals in Oklahoma City.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

The Fourth R: Retirement Planning – it's never too early to start.

Where do I find information?

You can find more information about retirement planning at your school or public library or on the Internet. Search topics could include: “Retirement Planning,” “Annuities,” “Financial Planning,” “Investing.”

Who's eligible to enter?

You are – if you are a high school speech student and a member of the National Forensic League.

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts to be shown on LFG.com and at the 2001 NFL Nationals.
- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.



What's the deadline?

All entries are due to Lincoln Financial Group on or before **May 1, 2001**.

Entries should be mailed to:

Lincoln Financial Group, NFL Video Speech Contest - 2H-09, 1300 S. Clinton, Fort Wayne, IN 46802. Include with the videotape a typed sheet of paper containing the school name, coach name, address and phone number, the student name, address and home phone number.

Who's judging?

A panel of judges from Lincoln Financial Group senior management will select one grand-prize winner and one second-place winner. Judges' decisions are final. Winners will be contacted by May 16, 2001. Winners will be congratulated at the 2001 NFL Nationals and announced in the September issue of *Rostrum*. No entries can be returned. By entering, participants agree to these rules and to the use of their speech, name, photo or likeness without compensation. NFL expository speaking rules (NFL National Manual pages 9-10) will apply.

Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL's overall corporate sponsor, Lincoln Financial Group funds the national tournament, provides coach training, student prizes and \$74,000 in student scholarships. Watch for more information in the April issue of *Rostrum*.

Lincoln
Financial Group®



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NFL Website: debate.uvm.edu/nfl.html

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ON THE COVER: Statue of Abraham Lincoln
MAY: District Tournament Results

NFL Topic Page: sites.netscape.net/topiepagenfl/homepage

WHERE SHOULD WE STAY IN OKLAHOMA?

Good Question?

Tough Question!

When Oklahoma bid for the nationals they intended to have the entire tournament on the Campus of the University of Oklahoma at Norman 30 miles from downtown Oklahoma City.

Unfortunately the site inspection committee did not realize the auditorium planned for finals and awards would be unavailable due to construction. OOOPS!

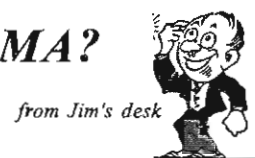
The only other facility in the Oklahoma City area large enough to host the 2,500 seat final rounds and 3,000 seat awards assembly was the beautiful, new Myriad Center in downtown Oklahoma.

Fortunately it was available. Unfortunately it is 30 miles from the Campus.

Finals on your mind?

What is a coach to do? Does she stay in Norman close to the college? Does she stay at the Westin across from the Myriad Center? Does she stay at the airport which is about midway between the two?

If Friday Finals is the most important thing to your squad, either as participants or spectators then stay at the Westin [a wonderful \$75 rate at a top quality hotel] and drive to Norman each other day *against* rush hour traffic (35 minutes). Do not stay in Norman and try to drive *with* rush hour traffic on Friday morning and expect to get a parking space and a seat for an 8:00 final round, unless you leave earlier than 6:30 a.m. Another consideration is that this year some finals will be Thursday evening!



If participating in prelims is your thing, then a Norman abode is right for you. You will be able to take a leisurely trip down to OKC about 10 a.m. on Friday: Traffic will be light by then but parking will be scarce.

If you want to stay about equidistant from the college and the Myriad, then stay in the airport area. You will drive about 25 minutes daily, whether your destination is OU or the Myriad Center.

On a Budget?

One big plus for the Oklahoma nationals is that accommodation costs are so inexpensive. And for the first time in years NFL can offer quality residence hall living, *with meals*, for only \$29 per day.

The OU residence halls are an excellent value! Two students to a room, a shared bath with the next room, linens and towels furnished, and *three* meals each day in the college commons or a \$15 meal ticket which may be used in a variety of kid friendly campus eateries: Sbarro, Wendy's, Burger King, etc. Other restaurants feature Chinese food, chicken and pizza. Staying in the residence hall entitles students to use the university fitness center and pool. With an internet card students can research on line from their rooms. The Couch Residence Center is in the heart of the competition area for all events including Congress. It is clean and has elevators.

Oklahoma has offered a wide variety of lodging choices at superior prices.

Now the tough decision: Where Should We Stay in Oklahoma?

James Copeland

Lincoln Financial Group NFL Nationals L/D Topic

R: On balance, violent revolution is a just response to oppression.

(Must not be used at District Contests. **Penalty:** Disqualification.)

STORYTELLING TOPIC AREA AT OKLAHOMA NATIONALS: TALL TALES

The Rostrum provides an open forum for the forensic community. The opinions expressed by contributors to the Rostrum are their own and not necessarily the opinions of the National Forensic League, its officers or members. The National Forensic League does not recommend or endorse advertised products and services unless offered directly from the NFL office.

Stanford National Forensic Institute

CX Program: July 28 - August 17, 2001

"The SNFI Swing Lab Program"

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 2001. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1994 through 2000 graduates "cleared" at most national circuit tournaments, including Greenhill, St. Mark's, the Glenbrooks, Redlands, MBA, Lexington, Berkeley, Stanford, Emory and NFL nationals. Swing lab participants have won 1st place recently at USC, Berkeley, MBA, Stanford, Lexington, and have twice won the Glenbrooks and the TOC.

THE PROGRAM

Expertly Critiqued Debates. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates.

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, new cases, novel disadvantages, kritiks, counterplans, and in-depth case negative attacks.

Advanced Theory. Swing Lab Scholars are assumed to have mastered the basics of debate theory. This foundation will be used to construct sophisticated and comprehensive positions. Scholars will be immersed in advanced theory through special seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

THE PRIMARY FACULTY

Randy Luskey has just finished his senior year at UC Berkeley as the #1 ranked team in the United States in College NDT. His many successes have included: 1st at Wake Forest and Northwestern tournaments, finals of Kentucky, semis of Harvard and West Georgia, and 2nd at the Dartmouth Round Robin. He has won numerous speaker awards, including top speaker at Northwestern. He has also been a successful high school coach for El Cerrito High School, where his teams placed among the top in the country at several of the nation's toughest tournaments, including 1st at the Glenbrooks.

Jon Sharp is a debate coach at the University of Southern California, formerly of West Georgia College, and was an NDT debater at Emory University. Teams coached by Jon have received first round bids to the NDT for the last 6 years in a row. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his 12th year of teaching summer debate institutes.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFI. Call (650) 723-9086 if you have specific questions about the program, or wish to obtain copies of the program application.

Stanford National Forensic Institute
555 Bryant St., #599, Palo Alto, CA 94301
call us at (650) 723-9086



The Stanford Debate Society presents the Summer 2001
Stanford National Forensic Institute

CX Program: July 28 - August 17
Extended-week CX: August 17 - 24

LD / Events: July 28 - August 10
Extended week LD: August 10 - 17

SUPERIOR PROGRAM: The **Stanford National Forensic Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. The SNFI is conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "policy debate swing lab," designed for students desiring the most comprehensive instruction possible.

SUPERIOR FACULTY: The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for this summer are:

Hajir Ardebili, UC Berkeley Law	Robert Thomas, NFC director	Dave Arnett, UC Berkeley
Russ Falconer, UDL Texas	Anne-Marie Todd, USC (CA)	Randy Luskey, UC Berkeley
Jon Miller, Stanford Law	Alex Berger, Dartmouth	Abe Newman, UC Berkeley
Michael Horowitz, Emory & CPS	Sarah Holbrook, West Georgia	Judy Butler, formerly Emory
Jon Dunn, Stanford debater	Jon Sharp, USC (CA)	Takis Makridis, Arizona State
Dan Shalmon, UC Berkeley	Aaron Timmons, Greenhill	Michelle Coody, St. James
Byron Arthur, Stuart Hall	Hetal Doshi, Emory	Nick Coburn-Palo, College Prep
Jonathan Alston, Newark	Leah Halvorson, Reed College	Mazin Sbaiti, RL Turner
Josette Surrat, New Orleans	Michael Major, LD & IE director	Matthew Fraser, SNFI Director

*listed affiliations are for identification purposes only. The institutions noted are where the relevant SNFI staff member works, debates or debated, and/or studies during the academic year. More detailed staff qualifications are enumerated in the program brochure, now available.

SUPERIOR SETTING: The SNFI is held on the Stanford University campus, located in Palo Alto, CA. There is no better location anywhere to study forensics. Stanford provides a beautiful setting for the students to study, practice and learn. Supervision is provided by an experienced staff which collectively has hundreds of previous institute teaching sessions of experience. The SNFI specializes in advanced competitors, but comprehensive programs at all levels are available.

REASONABLE COST:	Policy Debate	LD and Events
	\$1,845 resident plan	\$1,450 resident plan
	\$1,450 commuter plan (with l/d incl)	\$1,150 commuter plan (with l/d incl)
	\$895 Aug 17 - 24 CX extended week	\$895 Aug 10 - 17 LD extended week

Given the nature and quality of the 2001 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition, lunch and dinner on most program days, and some materials. An additional \$85 application fee is required upon application to the SNFI.

TO APPLY **Stanford Debate Society - SNFI**
&/or INQUIRE: **555 Bryant St., #599**
(650) 723-9086 **Palo Alto, CA 94301**
e-mail: snfi@mail.com

Scholarships in the form of need-based aid are available.

NFL, Lincoln Financial Group united in helping young people prepare for the big questions of life

"I love to dig up the question by the roots and hold it up and dry it before the fires of the mind."
— Abraham Lincoln

Never underestimate the power of a great mind. Take Abraham Lincoln. His bold thinking, quick wit and oratorical eloquence had a decisive impact on the course of history.

So can you. As a member of the National Forensic League, your opportunities are even greater than Lincoln's. He had little formal schooling – today, education is a national priority. And, your participation in NFL speech and debate activities opens many unique opportunities for you to "dig up the question... and dry it before the fires of the mind."

Abraham Lincoln can be as much of a role model for you as he has been for Lincoln Financial Group. His bold thinking and personal integrity modeled the strong values on which we built a financial services company. Those same Lincoln values can work for you, too, as you research and debate great ideas through the National Forensic League.

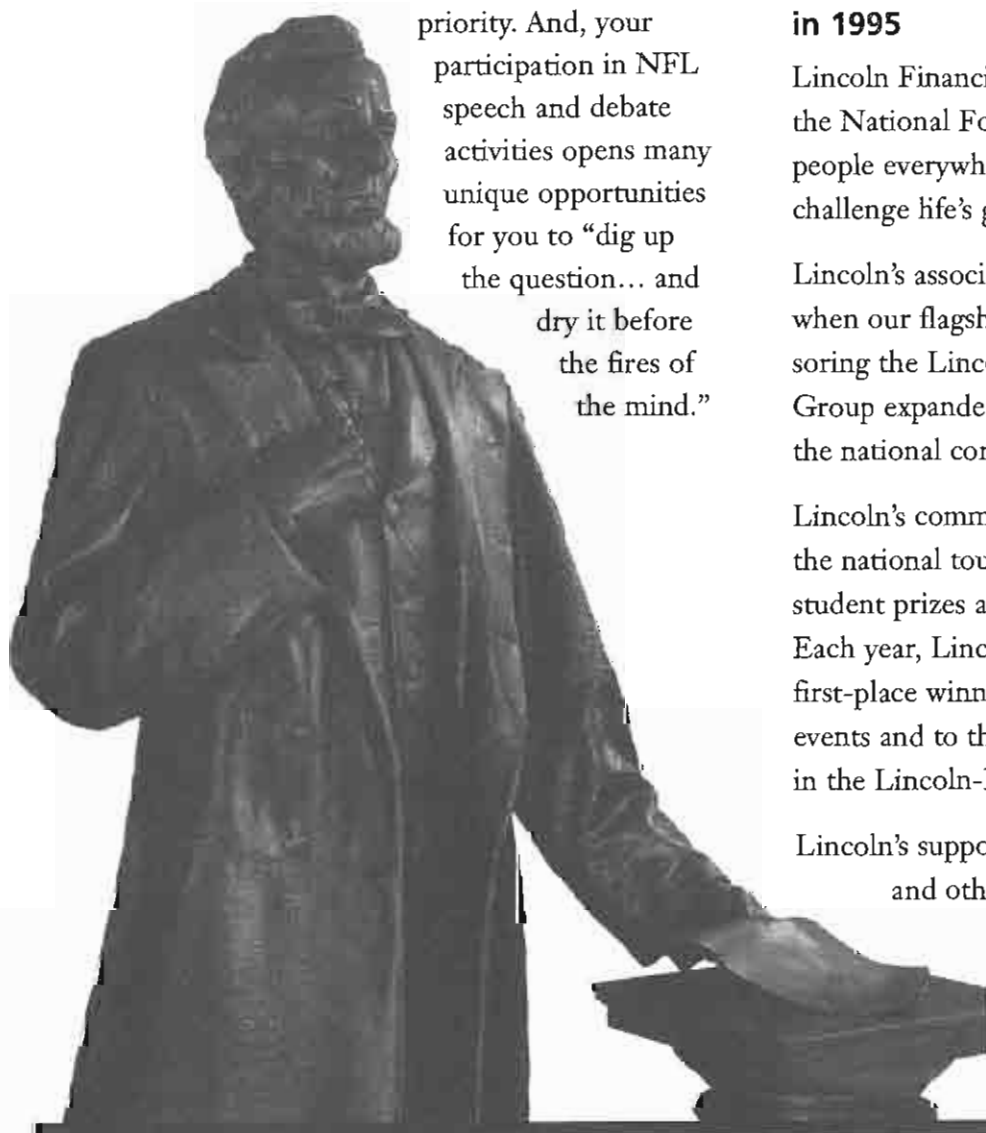
Lincoln's partnership with the NFL began in 1995

Lincoln Financial Group is proud to be a partner with the National Forensic League in providing young people everywhere with continuing opportunities to challenge life's great questions.

Lincoln's association with the NFL began in 1995 when our flagship affiliate, Lincoln Life, began sponsoring the Lincoln-Douglas Debate. Lincoln Financial Group expanded the partnership in 1998, becoming the national corporate sponsor of the NFL.

Lincoln's commitment to the NFL includes funding the national tournament, providing coach training, student prizes and \$77,000 in college scholarships. Each year, Lincoln awards college scholarships to first-place winners in each of the 10 tournament events and to the first- through fourth-place winners in the Lincoln-Douglas Debate.

Lincoln's support of the National Forensic League and other education programs like the A&E BIOGRAPHY® Project for Schools (see sidebar) extend naturally from our desire to provide clear



solutions to the financial needs of our customers. We provide retirement planning solutions to more than 200,000 teachers and administrators in schools and universities across the country.

New ads, speech contest mark seven-year partnership

As Lincoln celebrates its seventh year with the NFL, we're introducing a series of new print advertisements, featuring actual NFL members, encouraging continuing student involvement in the NFL. The first



ad appears on the back cover of this issue. Two others will follow in May and June.

In the March *Rostrum*, Lincoln's Employer Retirement Market area announced its sponsorship

of the first ever *Lincoln Financial Group® Scholarship Video Speech Contest* for NFL members. The top two winning students will qualify for the NFL National tournament and receive college scholarships. Their coaches will receive honoraria. (Complete details on page 2).

Throughout 2001, Lincoln has been hosting *Lincoln Financial Group® Refreshers* at many NFL district tournaments across the nation.

The National Forensic League/Lincoln Financial Group partnership is a great example of what happens when education and business work together to help young people prepare for the bold questions of life. If you're not already active in your local NFL chapter, find out how you can become involved. Your great mind may be the one that changes the course of history.

A&E BIOGRAPHY® *Project for Schools* *makes history come alive*



The Emmy Award-winning A&E BIOGRAPHY® Project for Schools, sponsored by Lincoln Financial Group®, is part of a nationwide educational initiative launched through the A&E Network's popular *Biography* programming.

The heart of the program is to educate eighth graders on important historical figures featured on the network's *Biography* program. Several former NFL members have been featured on *Biography*.

This month, videotaped biographies featuring the lives of composer Wolfgang Amadeus Mozart and author, Mark Twain, will be distributed to 24,000 eighth grade public classrooms across the country. Each school will receive a study guide developed in association with the National Board for Professional Teaching Standards. A&E also is launching a new web site, **Bioproject.com**, to coincide with the BIOGRAPHY® Project videotape distribution.

A second videotape distribution, videotaped biographies of Spanish explorer, Ponce de Leon, and Native American, Pocahontas, is planned for September 2001.

For more information on the A&E BIOGRAPHY® Project for Schools call Lincoln Financial Group® at 800-4LINCOLN (800-454-6265) ext. 4012.

THE BAYLOR BRIEFS

Has the Perfect Combination for Lincoln-Douglas Debate

THE VALUE DEBATE HANDBOOK

— Completely Revised in 2000 —

The Value Debate Handbook is the most popular textbook for Lincoln-Douglas debate. It provides a simple system for analyzing Lincoln-Douglas debate topics. It provides fully evidenced briefs on significant American values in easy, ready-to-use form. **The Value Debate Handbook** shows how to LINK the briefs to any of a wide variety of debate topics.

New Features

- Expanded discussion of the meaning and relationship between **Values** and **Criteria** with special emphasis on how to argue for and against ideologically derived values like **justice**, **legitimacy**, the **Social Contract**, etc.
- The addition of new **non-Western philosophers** whose values and worldviews conflict with and oppose those of most European and American philosophers
- New chapters on affirmative and negative case construction, refutation, and rebuttals
- Revised format and discussion of how to use philosophers in actual debates

- A **comprehensive glossary** of L-D concepts and terms, essential for beginning debaters.

- A reading list for exploring various values and criteria

Special Features

- Complex value conflicts made easy to understand and use in debate rounds.
- Criteria for evaluating value choices.
- Evidence with full citations.
- Philosophers made easy to understand.
- Two Complete annotated L-D debates.

Orders received by May 25th are guaranteed June 12 shipment. MAILING: We mail all orders either *Library* or *Fourth Class Book Rate*. Allow 2-3 weeks for delivery. All cash orders shipped free. Charged orders will be billed for postage and handling. Want Quicker Service? With *Special Handling*, usual delivery time is 3 to 5 days.

THE 2001-2002 N.F.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES

- A complete publication on each of the four official N.F.L., Lincoln-Douglas Debate Topics. Most major high school tournaments use the N.F.L. topic in their L-D contests.
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EXTEMPORANEOUS SPEAKING AND GENDER: LEVELING THE PLAYING FIELD

CLARK D. OLSON, PH.D

It's no secret that throughout the past twenty-five years, gender has become an ever-increasing issue in forensics. From those who argue there are distinct differences in the way males and females think, reason, and communicate, to those who claim forensic training serves to level the playing field, the issue of gender has polarized camps on both sides. No doubt any forensic educator would agree that the forensic activity exists for the educational betterment of the students and steps which promote that should be promulgated. This essay seeks to trace the distinctions of stylistic argument between males and females. It then points to proven examples of current inequity in forensic practice, that of extemporaneous speaking. By modifying the event, study results are provided which suggest ways to improve the educational process of extemporaneous speaking.

Gender Differences

In response to several feminist critiques, certain critics have pointed to the fact that gender differences in communication arise from social contexts, social roles, and power relations (Rakow, 1986; Thorne, Kramarae, and Henley, 1983). As an oppressed group, women have developed alternative styles of communication based on their subordinate status, their tasks, the division of labor between the sexes, and their talk among themselves (Thorne, Kramarae, and Henley, 1983). As such, the experience of women necessitates them finding their own voice. Kolodny (1985) posits that women create their own symbols and meanings based upon their own experiences. One could conclude with Showalter (1985) that women have begun to find their own "voice." This is not a voice emanating from a void, but from experience, albeit a different experience from men. Stanley (1983) argues that a woman's style has evolved from a lack of participation in society, so this style has come to be "based on personal revelations, examples and women's own symbols and experiences" (Murphy, 1989).

From this position, Campbell (1973)

has argued that women's style has been one of "consciousness-raising," and as such, is grounded in personal experience, given that they have been denied the public forum for so long. Jamieson (1988) extends this notion by portraying feminine rhetoric as "inductive, even circuitous, moving from example to example, and usually grounded in personal experience...[W]omen tend to adopt associative, dramatic, and narrative modes of development, as opposed to deductive forms of organization" (pp. 75-76). She further argues that the masculine style has long dominated public rhetoric and women have typically adapted accordingly. Finally, Treichler and Kramarae (1983) contend that women are more concerned with storytelling, with narrative, with personal experience and with the use of talk to establish equality and maintain relationships, rather than to prove a point. Perhaps it is most optimistic to conclude with Foss and Foss (1991) that "women have an eloquence of their own, manifest in a variety of contexts and forms" (p. 2).

Perhaps no where in forensics has the distinction between male and female style been so pronounced as in the event of extemporaneous speaking. While there are certain stereotypes of the differences in male and female speech (Siegle and Siegle 1976), Kramer (1974) has notoriously dubbed women "separate, but unequal." The notion that events such as debate and extemporaneous speaking needed to be separated continued throughout the sixties in college competition and into the eighties in high school extemp, with separate categories for "boys" and "girls" extemp. Within our activity some of the first researchers to examine this phenomenon were Friedley and Manchester (1985) who discovered disparate levels of participation between males and females, with the largest discrepancy in limited preparation events. Greenstreet (1997) notes that women are still under represented today.

While there have been some initial attempts to modify the expectations in the event (Bensen 1978) and Aden and Kay

(1988), they found that the types of questions used in extemporaneous speaking often make a distinct difference in how they may link into male or female style.

The distinct inequalities in this particular event were articulately noted by Murphy in 1989 and again by the empirical evidence from White (1997) who discovered the percentage of females participating in extemp favored males 63% to 37% and also that the number of contestants who advanced at the national tournaments became increasingly male as the tournament progressed from quarterfinals (77%), to semifinals (82%), to finals (87%). Friedley and Manchester (1985) initially argued that males were more likely to receive superior ranks at national tournaments and subsequently argued (1987) that judges treated males more favorable than female contestants.

Intense debate rages on the reasoning behind this. Logue (1993) believes that women tend to be more suited to collaborative activities, while a host of others have found that women are no less rational, assertive, or argumentative than men (Bradley, 1987; Crosby & Nyquist, 1977; Dindia, 1987; Martin & Craig, 1983; Wright & Hosman, 1983). However, contemporary practice and results has brought the inequality issue in extemporaneous speaking into the fore of forensic practice today (Congalton and Ganer, 1997; Karns, 1997; Keaveny, 1997; Piercy, 1997; Thompson, 1999; and White, 1997). While calls for eliminating gender barriers were made at both national developmental conferences on forensics, recognized by calls for greater research, the fact remains in extemporaneous speaking today that men continue to enjoy greater success than women (White 1997).

Given that the primary goal of the forensic activity is education, and that this inequity reduces the educational value for women, it is important to understand how contemporary practice reinforces prejudices against women and their styles of communication, erodes opportunities for success and requires solutions to redress this gap. (Olson to page 12)

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(Olson from page 10)

Given the large body of past research, the expectations for a successful extemporaneous speech seem to align with what White (1997) identifies as the "highly confident, criterion based, argumentative, objective, and deductive masculine style" (p. 34). There is little wonder, then, the question about this event should be if there is a problem inherent in the way we practice this event.

As forensic educators, it is incumbent upon us to find ways to equalize forensic opportunities. While Keaveny (1997) argues that the rational world paradigm is masculine, the extemporaneous event typifies the male style of communication. The male style is expected, and rewarded by judges, and females are typically penalized for using aggressive strategies (Burgoon, Dillard, and Dolan, 1983). The field of education has made strides on becoming gender sensitive. Peterson (1991) describes five stages through which a curriculum passes to become truly gender sensitive. Forensics finds itself poised on the threshold between Stage 2 and Stage 3; that is, between teaching understanding of the male norm and how best to achieve it to all students, and the more inclusive stage of changing norms to accept more feminine styles as well (Thompson, 1999). While White (1997) notes strides have been made in terms of the success female participants experience in persuasive speaking, extemporaneous speaking has not kept pace.

Thompson's (1999) study found that valued characteristics in extemporaneous speaking have a masculine valence, and that women do not perceive they have as wide a spectrum of choices as men to make themselves both likable and credible speakers. This perceptual deficit causes inequity not only in forensics practice, but in the real world as well. The assumption of Thompson's (1999) study was that men and women reward different things in the event of extemporaneous speaking. His study further found that both male and female contestants believed the judges reward masculine qualities. His survey found that male judges rewarded truthfulness, reliability, and being a strong decision-maker (all masculine traits); whereas female judges rewarded risk-taking and friendliness, which are more gender neutral characteristics.

Hence, it is clear that women feel trapped into a need to imitate a masculine style while retaining their femininity. Piercy's (1997) study found that in terms of style, the women who did advance to the final

round of the national tournament had several similarities to their male counterparts. Initially, those women who were more successful tended to have lower-pitched voices. Women also had a greater tendency to use two-handed gestures which are often perceived as weaker, the women who adopted single hand gestures were more successful in final rounds. Finally, an integrated use of humor, not merely a single instance (as most females used, which caused a perception of low confidence) was most successful stylistically.

Perhaps what is needed, then, is not a method to demasculinize extemporaneous speaking, but a way to help subsume the "other." Given that both men and women experience life through stories (Fisher, 1984), a narrative approach would seem to be warranted. While White (1997) calls for proactive measures to equalize opportunities in extemp, Keaveny (1997) suggests the implementation of narrative topics to mesh more with a typically feminine style.

Karns (1997) contends that for too long, women have been on the "outside looking in." Murphy (1989) claims that to date, women have had two choices in crafting their style for extemporaneous speaking. One, they could defy the norms and compete with their own defined style, which often risked being less successful, or two, they could adapt to the male style.

This essay presents a third option, to adapt the event to make it more gender neutral. Two particular manipulations were explored in the current study: having the event judged exclusively by women, and adapting the nature of the questions into the format of "narrative questions." Based on past research, two specific research questions were addressed:

RQ1: Does judge gender make a difference in results of men vs. women in extemporaneous speaking?

RQ2: Do narrative questions make a difference in the results of men vs. women in extemporaneous speaking?

Method

An experiment was conducted at two large tournaments that manipulated the typical format of extemporaneous speaking. In one round, all of the contestants were judged by female judges to determine who received higher scores, men or women. Secondly, in one round narrative questions were used as a typical departure from the policy-oriented questions traditionally used

in extemp. For example, questions which involved role-taking, personal experience, and storytelling were featured, such as "If you were the CEO of a major tobacco company, how would you react to recent court rulings directed at the tobacco industry?" and "Do you feel adequately protected by current sexual harassment laws?" and "As a public school teacher, would you embrace a single-sex classroom?" The purpose behind these questions was to provide a forum that would more closely match what researchers have defined as a more traditional female style.

Two tournaments were targeted for this manipulation, one invitational at a large, southwestern university, which attracted a national draw, and the 1998 American Forensic Association National Individual Events Tournament. While the number of contestants and schools at each tournament was large, the invitational tournament had contestants from 25 different schools compete in extemporaneous speaking, while the AFA-NIET had contestants in extemp from 63 different schools. The total sample size was 199 with males comprising 124 participants and females comprising the remaining 75 slots. At each tournament, the three preliminary rounds were analyzed to determine the average rank for all contestants by sex. One round at each tournament was left as a control for the basis of comparison.

Results

Each contestant was ranked on a scale from 1-5. In the rounds that were used as controls, where typical extemp questions were used and no effort was made to control the sex of the judges, males received higher average ranks with one judge of nearly one-quarter of a rank higher. The total results of the study indicated that males received a full ninth of a rank higher.

These results changed significantly when contestants were judged solely by females. With one judge, females received only slightly higher scores, but the total results indicated that women received .09 rank higher than men with female judges.

The biggest difference was noted with the use of narrative questions. At the invitational tournament with a single judge per round, narrative questions had the greatest equalizing effect, as the average ranks for men and women were 3.16 and 3.15 respectively. With two judges at the national tournament the results were even more dramatic, favoring women by .16 of a rank.

(Olson from page 14)

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(Olson from page 12)

The total results indicate significant changes in equalizing results when modifications were made in the practice of the event.

Discussion

Initially, one would expect there to be some shift in results. With regard to the sex of judges, it would be expected that female judges would recognize and reward female contestants with higher ranks. Recognizing similarities in style, perhaps female judges found specific characteristics in style they could identify with and hence reward with higher scores. It has long been assumed that the gender of judges makes a difference as to ultimate results (Friedley & Manchester 1987). Since males have held a notorious edge in success, it is not surprising that many of the judges who propagated this male edge might well have been male themselves. A current trend at national tournaments is to have final rounds adjudicated by former champions. Since most former extemporaneous champions have been male, the pool of "acceptable" judges is more likely to be male. While it is unlikely that the full equalization of men and women in extemp can be resolved by the use of female judges, practicality alone would preclude this option, it does point to one possible solution to bring into balance the inequities that currently exist between male and female contestants in this event.

Perhaps the use of narrative ques-

tions provides an even more practical solution. While only utilized during a single round, the more prevalent use of narrative questions could conceivably suit what scholars have labeled the female style more readily, thus making the event fairer and creating a more level playing field. Those who argue that narrative questions provide an inherent advantage to female contestants should realize that children of both sexes grow up encouraged to tell stories, and both sexes are likely to be equally experienced at it. Furthermore, the advantage noted at the national tournaments due to narrative questions can be explained by the fact that the female contestants at the AFA-NIET already had overcome certain hurdles to even qualify for this tournament. Given that fact, they are likely to be a more talented pool and their skills are likely to be superior to males, so it is understandable that the results might indicate an advantage. Given that most extemp rounds are held at invitational tournaments, the use of narrative questions there might well serve to equalize opportunities.

Conclusions

Some may argue that extemporaneous speaking is an event to help train students to prepare them for argumentation in the real world and that any modification of that would do a disservice both to women and to men (Conglaton & Ganer, 1997). However, that disservice is done when we in fo-

rensis have created a situation where men and women are not competing equally. This is not to say that they cannot, but that they have not, and given that the problem has been recognized and documented for over a decade, this is a trend that has not changed. Clearly there have been successful women extempers who have either broken the mold, or found ways to fit into it, but the lack of substantial female success in the event over the decades indicates that those contestants are the exception, not the rule.

Others may object to the nature of narrative questions, complaining that they dilute the research orientation of extemp. However, narrative questions can easily retain their focus on current events. The argumentative focus does not need to be substantially altered, but instead can create a style that is conducive for success for women.

Undoubtedly, additional research needs to be done to research comprehensively all the variables that may cause women to be disadvantaged. Research has just begun to discuss the male dominated extemp prep room and how that culture may disadvantage female contestants (Thompson 1999). However, from a structural standpoint, perhaps a first step can be the inclusion of narrative questions, which may help place forensics at the fore of equalizing communication styles between the genders.

(Olson to page 48)

Table 1
Comparative Ranks of Extemporaneous Speakers in Different Conditions

	M	Control W	Female Judges M	W	Narrative Q's M	W
Tournament A (1 judge/section)	3.07 (132)	3.30 (109)	3.21 (138)	3.18 (105)	3.16 (136)	3.15 (104)
Tournament B 2 judges/section)	3.27 (529)	3.35 (281)	3.33 (539)	3.23 (271)	3.35 (542)	3.19 (268)
TOTALS	3.22 (661)	3.33 (390)	3.30 (677)	3.21 (376)	3.31 (678)	3.17 (372)

N=199 (M=124, 62%; W=75, 38%)

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CATERPILLARS AND BLOSSOMS

by
Don Crabtree



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One of the most frustrating types of such myopic criticism comes from the interjudge who loves to comment and berate the student in the area of "choice of selection." I have often read on ballots such statements as:

- ◆ Inappropriate choice of literature for a high school student.

- ◆ High school students should not be presenting material dealing with this subject matter.

- ◆ This subject matter shouldn't be discussed in an open forum, let alone by a high school student.

- ◆ This topic insults me.

- ◆ This issue just makes me sick. I don't want to listen to it. I hear it on the news every night.

It is crucial to understand that these comments did not appear on the ballots of a deranged student who said, "let's just shock them, freak them out. I don't care how I do." On the contrary, they appeared on the ballots of seasoned competitors who take great pride in their art form. Competitors who work very hard to analyze their materials in great detail. Competitors who edit their selections incisively, removing profanity and overly graphic details of any kind.

Given this background, allow me to suggest some guidelines that do not stifle creativity, allow for germane topics to be used in literature presentations and hopefully will not send the judge into apoplexy. All of the guidelines come under the general caveat of *No Subject Matter Is Automatically Taboo!!*

Initially the instructor will need to consider the physical and emotional maturity of the contestant. Please note that I said

"physical" maturity not "physical characteristics." Students are portraying a character or characters from a play, novel, short story or essay. Their job is to make the printed page come alive. Their actual physical characteristics should have little to do with making the decision on what selection to perform. The instructor then must discuss the various subject matters in detail with the student. The student must understand that many times the literature has far broader implications, such as in a parody. Many times further analysis and additional readings in the subject area are required.

The **second step** involves a detailed analysis of the selection. This must include a complete reading of the text and if possible one or two reviews of the material from an outside professional source. Students must give consideration as to when was this material written? Why was this material written? How did the public originally receive the material? Is this material/message still timely today? Does the audience need to hear this message? How strongly does the student feel about the impact of the selection? There must be a sense of commitment.

The **third step** is to dialog with the student regarding the entire selection. If a student demonstrates any hesitation toward the selection, other materials need to be pursued. The interpretation selection is much like your favorite pair of shoes:

They fit you perfectly. You are comfortable in them. They wear well. And finally, you hope they look okay in public.

The **fourth step** is to make the parent aware of any possibly controversial issues in the selection. I simply send the script home and ask the parent to read it and let me know if they have any objections to their son or daughter performing this piece. It is important to stress to your classes and parents if needed that just because a person portrays a gay, he or she isn't automatically

gay. Just because a person portrays a Nazi, he or she isn't automatically a Nazi. Just because a person portrays a child abuser, he or she isn't automatically an abuser. We encourage students to dig deeply into the characters they portray. From this, one hopes they emerge with a more global sense of the world. They emerge with statements such as, "How could anyone have done that to a child," or "I can't believe that he was killed because of his behavior was different." Interpretation of literature can truly help promote real diversity in our world.

The **fifth step** is one of the most difficult. This step involves the removal of objectionable language that is truly never appropriate. It simply must be removed. Students have often asked me to give them a list of these "inappropriate" words so they know what to cut. My answer is always, "If you have to ask, it must go." I would never ask a student to use any word or perform any subject matter that they were not totally comfortable with. Further coach/student editing is often needed to insure author intent and plot continuity remains true.

The **sixth step** involves a detailed analysis of an appropriate introduction to your scene. Far too often, students are writing their introductions while on the bus on the way to the tournament. A great deal of time and effort must be spent on this part of the presentation. A well-worded disclaimer or insightful quotation will often go along way to justify that this material needs to be heard and is worthy of this student's time and talent.

The **final step** is to "test-market the package. Have the student perform the piece of literature for other students, other teachers and other classes. See how the scene plays and revisit this feedback often. This is what I call "revision" time. Once this is done, you are now ready to make a final commitment to the selection.

Students deserve a chance to be exposed to a vast genre of literature. Students deserve an opportunity to practice the "diversity" that is constantly being targeted at them and judges need to be open to the fact that these talented young people can tackle the "tough" topics.

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(Crabtree continued to page 82)



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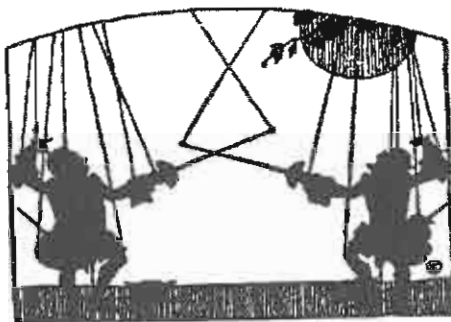
DRAMA vs FORENSICS

AYE, THERE'S THE RUB

by Rusty McCrady

It's a conflict that's as old as the activities themselves. Still, we have to ask ourselves: does it have to be this way?

Typical scenario: Laura is the forensics team's star in both dramatic interpretation and in humor. She is the coach's pride and joy, and captain of the team. In previous years, she's never missed a tournament. The fall of her senior year, she tries out for the school play and--surprise, surprise--she is awarded the lead role. Her drama coach, who knows talent when she sees it, is delighted that Laura has finally seen the light and become a part of her traditionally excellent program. The fall play is a success, and in the big October regional forensics invitational, Laura enters in only one category, and has to drop her duo piece because she can't find time to practice, disappointing her partner, who had his heart set on a winning performance. The coach asks Laura to come to practices more often in preparation for the winter and spring tournaments, but she again gets one of the major parts in the annual school musical, and thus begins to feel torn between the two programs, forensics and theater. The situation comes to a head when Laura tells the forensics coach that she is forbidden to come to a key forensics rehearsal because the drama director has laid down the law that anyone who misses so much as a minute of play practice for any reason will be dropped from the show. Upon hearing this from Laura, the forensics coach becomes furious and goes to the drama director's room to confront her by asking if what Laura has said is true. The drama director replies with an emphatic "YES," and then she goes on to explain that a director cannot run rehearsals unless performers are present and on time, with no exceptions. The cast must work as a team and it depends on each individual's participation, especially on key performers such as Laura. The forensics coach retorts that forensics is also a team, but privately he knows that this argument will get him nowhere, since in effect, most forensic events are individual, and hence no one is depending on Laura most of the time other than Laura herself and her coach. The confrontation ends in a hostile impasse.



Angry feelings have been worsened rather than moderated. Battle lines between forensics and drama programs at this high school have been drawn.

While I do not have my finger on the pulse of forensic programs nationwide, I can attest that the above vignette epitomizes the experiences of a number of forensic coaches here in Montgomery County (MD). Because forensics and theater programs naturally attract many of the same students, they have the potential for competing for these students' time and energies, thus creating nasty situations like the one I've described. To answer the question posed rhetorically at the beginning of this article, it *doesn't* have to be this way.

The Play Director's Case

Let's look at the situation first from the drama director's point of view. Most high schools produce, at a minimum, a major fall play and a spring musical. Each of these requires thousands of student/hours of rehearsal, set building, lights, sound production, choreography, etc. Typically, the final few days before opening night are deemed, only half-jokingly, "hell week." A play director is not overstating her case when she maintains that a lax disciplinary policy regarding attendance at rehearsals will spell doom for a show. For any given scene, the timing, chemistry, flow and other subtleties cannot be achieved if all actors are not present and working together day after day, with few if any exceptions. Thus most high school directors require that each cast member, once s/he has made the cut and been chosen for a part, sign a contract which stipulates that drama rehearsal time

will take first priority over all other activities for the duration of the show. In other words, they pledge in writing not to miss play practice.

Let's give the director her due here. It is simply impossible to schedule and then reschedule drama practice times to accommodate each cast member's individual priorities. Hence the strict discipline that high school directors routinely impose.

Colleen's Story

Fortunately, I am not writing this article because of any personal axe to grind; I'm happy to say that I have an excellent professional relationship with the theater director here at Walter Johnson High School, Colleen McAduy. (Maybe it's the similarity of our last names?!) She annually produces ambitious, big budget, sell-out extravaganzas which are the secret envy of many of the other high school's in our county (where, incidentally, there are 22 high schools, and since we are adjacent to Washington, D. C. the standard for theatrical excellence is quite high). So it's always amazed me that she and I have never had a conflict over the extracurricular time of any student, even though each year about half of the twenty-five or so students on the forensic team also are involved in the school shows, in a variety of ways.

So the other day I sat down with Colleen to interview her for this article. Our conversation focused on two issues: what does she expect of her cast members, and why does she think we have not experienced the conflicts I've alluded to above.

To the first question, she replied that she gives out rehearsal schedules in advance and has each person who receives any role in one of her productions fill out a questionnaire which asks them to state any potential time conflicts with the rehearsal schedule she has previously published, and then she asks them to plan ahead three months to clear any of these potential conflicts. If they cannot or will not do so, she asks them to drop from the cast at that point. In other words, planning and communication are the key. Students know from day one the time commitment they must make if they are to play a part in a production.

To the second question, the teacher again brought up the issue of communication. If the students have signed on to the drama production in good faith, they know the rehearsal schedule and thus know when they are (or are not) free to attend forensic practices and events. I suppose with me, and because of the greater flexibility inherent in forensics, I am able to work around the play rehearsal schedule.

Why Coaches Need to Bend

Probably the source of the drama vs. forensic conflict in many schools is the forensic coach's sense that drama is taking priority according to the above arrangement, and hence the coach's ego is bruised by the this forced deference to someone else's schedule. One is our inherent flexibility, which I've previously explained, resulting primarily from the fact that most of our rehearsals are individual, while in the case of play production, all rehearsals are large groups, and all members need to be there on time and at the same time.

The second reason is harder to admit, but nevertheless it is one that I believe we all need to acknowledge, the play director has a lot more power. The students have had to compete just to be chosen for a role in the production. They have been rewarded just by getting the role they aspired to, and are not about to jeopardize this hard won status by missing play practice and thus being replaced by an understudy. Plus, they know they dare not fall out of favor with the director, because they will want a shot at major roles in future productions.

In the case of forensics, tryouts, if they exist at all, are usually much less com-

petitive, and whether a student succeeds (i.e., places in a tournament) depends mainly on how well they prepare, and not on beating out competitors just to get registered for a tournament. Therefore, the fact of life that I believe all forensics coaches need to accept is that our position is truly different than that of the play director. We can work things differently, we can be more flexible, and if we swallow an iota of pride, we will recognize the necessity of being the more flexible party in the arrangement, and accept this role graciously.

However, we also have the right to expect a degree of flexibility on the part of the theater director. For example, some of the coaches in our league have had to drop students from events (including the Finals tournament) because the director at their school had forbidden any student in their cast from participating in a speech tournament the afternoon of the production, because that student might be late for a 6:00 P.M. make-up call (the show went on at 8:00). My advice to coaches in this situation is to stand their ground: speak up for the student's right to participate in the forensic event, and appeal to the principal if the play director is unwilling to relent. As I've already conceded, the forensics coach really needs to be flexible on a daily basis all year; the drama director can certainly be flexible too when a little give on his/her part will have minimal effect on her show.

Janet's Solution

One of my colleagues in the county league, Janet Rodkey, is in the unique position of serving as both forensic coach and theater director at her high school. I also

interviewed her in preparation for this article. She laments the tendency of the two programs to compete negatively and work at cross purposes in so many schools. As Janet points out, "forensic pieces, especially the interpretive ones, can enhance the theater curriculum by being assigned as class projects. Even better, such pieces can be showcased as part of an evening of one-acts and/or monologues put on by the drama department. There are really many ways that speech and drama can work together for the benefit of the students."

She went on to note that if we fail to work together, both the forensic and the theater programs will suffer and may cease to compete successfully with "high profile media events such as those offered by the athletic programs." Finally, she, like Colleen McAdory at my school, stressed the need for communication from day one between the drama director and forensic coach.

As with any situation where the two sides have similar interest but separate agendas, a little rivalry is probably inevitable. But it may even be healthy if both persons are willing to be flexible, and more important, if both seek to understand the unique nature of the other's job. By the very fact that the roles of play director and forensic coach are so different, they can complement each other rather than **conflict**. That's fortunate, because their **main** goal, development of the human voice and of presentation skill, is one they **share**.

(William (Rusty) McCrady is Debate and Speech coach at Walter Johnson HS (MD) and is president of the Montgomery County Debate League)

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Keller, known nationwide as Mr. Congress for his service as director of that event, is also a member of the NFL Hall of Fame.

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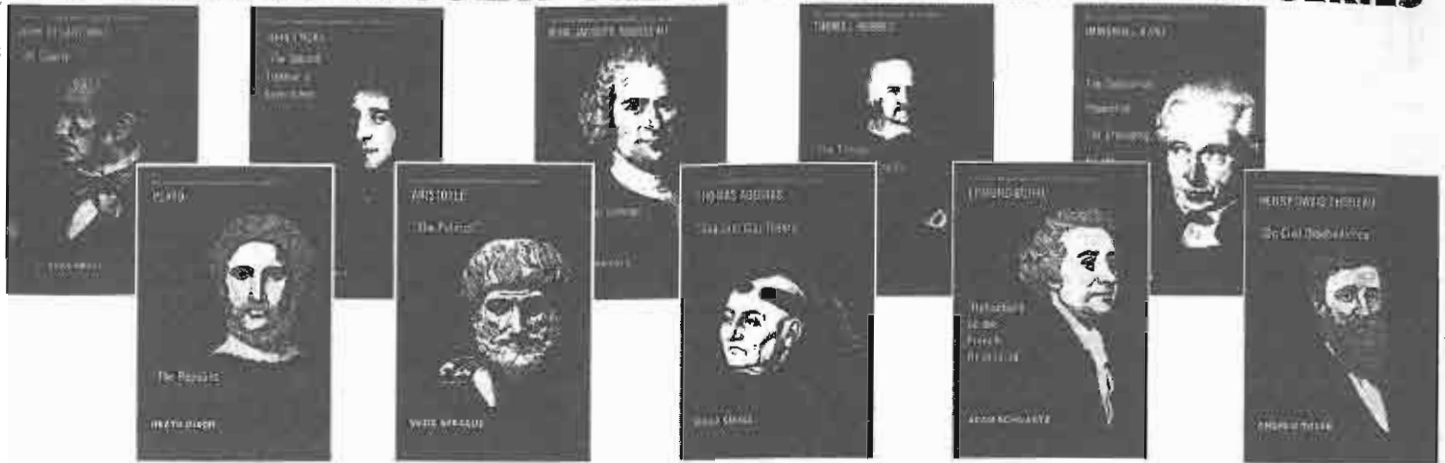
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by
James W. Rye, III

(James (Jay) W. Rye, III, is in his 10th year coaching at The Montgomery Academy (AL) and has since qualified 25 students to nationals over the last 8 years. In addition his school has won five Overall Sweepstakes Awards at the State Tournament.)

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There will be a brief pause as individuals nationwide begin their weeping and wailing and gnashing of teeth.

When extemporaneous speaking began as an event at NFL Nationals, there was only one division. This single division existed from 1931-1951. In 1952, the gender of a competitor determined in which division an individual could compete with the establishment of Boys Extemp and Girls Extemp. Perhaps it is not surprising that in the pre-ERA days of the 1950's this silly distinction started, but it is surprising, to me at least, that this separation continued well into the 1980's. After 30 years of two divisions of extemp, I'm certain that few people wanted to go back to one division, so a new distinction of Foreign and US (sometimes called Domestic) was established. Unfortunately, in today's world, the Foreign/US separation also emerges as silly.

At that first National Tournament held in Ripon, Wisconsin in 1931, a clear difference existed when it came to foreign or domestic policy issues. The world seemed enormous and with the exception of World War I (which really wasn't a worldwide war in the same sense as World War II) domestic policy in the US had little if no impact on foreign policy and vice-versa. However, in the 21st Century, with industrial and technological advances, the world has significantly shrunk, thus one rarely can find a US specific issue that does not have an impact on the Foreign world. When you analyze some of the broad topic areas - Economics, Environmental, Military, Civil/Human Rights, Politics - how can one adequately discuss these issues from purely a US perspective - or how can one adequately dis-

cuss these issues from purely a US perspective - or how can one adequately discuss these issues from purely a non-US involvement/impact perspective. The answer is....you can't. The result has been a blurring of what is a US specific topic area or what is a Foreign specific topic area. Having judged many rounds of extemp at nationals over the years, including one of the final rounds this past year, the blurring becomes quite evident as the students attempt to tackle the topic and the judges ponder how the question or the speech fits neatly into a US or Foreign "Only" event.

Before anyone "disputes this", I'm certain there are some topics that can be discussed that are US or Foreign specific, but, to use a "policy voter", what is the significance of the question. A discussion of the penguin population in Antarctica? OH GOODY! Unfortunately, to ensure a distinction, often times a not-so-significant topic pops up. Two problems emerge - the obvious for the student, which is "What do I say?" and the obvious for the judge, which is "What is s/he saying?" This lack of knowledge about the obscure topic on both the part of the student and the judge turns the event into more about "slick" instead of "substance."

Let me take a moment to say that this is not a reflection on the writers of the topics. Bob Jones of Oregon who writes most, if not all of the extemp topics, does an excellent job. This is a reflection on the current day and age in which we live.

Logistically, extemp at NFL Nationals is a nightmare for tournament officials and coaches alike. Tournament hosts must provide a facility that allows for 440 students and their tubs. Usually this means two massive rooms that may or may not be air conditioned. Having students in both US and Foreign from the same school becomes difficult as two sets of files must be kept current and brought to the tournament. Fortunately, I have never qualified more than one extemper in the same year at nationals (dadgumit), but I know for many of my col-

leagues this is an issue. All of these particular issues are not a critique of the NFL or of any National Host, but rather these issues are an inconvenience, if not an evil, associated with two division of extemp. It is because of these logistical issues that few tournaments throughout the country have two divisions of extemp.

As a coach who has traveled to tournaments in 22 different states over the last ten years, I can safely say that few tournaments, other than NFL Districts and Nationals, separate extemp into two divisions. Many of the tournaments that do separate, tend to divide extemp not along Foreign and US lines, but on the basis of experience, as in novice and varsity divisions like the tournament hosted by Kamehameha School of Hawaii, or on the basis of age, as in 9th and 10th graders separated from 11th and 12th graders like the tournament hosted by Isidore Newman School of Louisiana. These divisions obviously could not exist at NFL Nationals for the same reason that we don't have these division in an event like LD where varsity/novice divisions are common at most tournaments. I can hear some individuals screaming "We Separate at Our Tournament Into Foreign and US!" Well, bully for you! The fact is that nationwide few tournaments do. Plus, I bet that the ones that do separate do it only because NFL does it. In addition, our collegiate colleagues do not have these distinctions at their national tournaments hosted by AFA and DSR-TKA.

So, if historically extemp began as one division **and if** the current separation came about as an impact of sexism in the 1950's **and if** a blurring of the topic areas exists **and if** we as a community prioritize substance over slickness **and if** it is a logistical nightmare **and if** our college friends don't do it **and if** the world will not stop spinning if we combine - then why do we continue to have two divisions of extemporaneous speaking at the NFL District and National tournaments? EXTEMPERS OF THE WORLD, UNITE! YOU HAVE NOTHING TO LOSE BUT YOUR TUBS!



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KAMAL GHALI: Senior Champion debater, Emory Univ.; NDT runner-up, 1999; 1997 TOC winner; 1998 Kentucky Institute Fellow; Institute Instructor, Univ. of Kentucky, 2000.

***NERMIN GHALI:** Champion debater, Caddo Magnet High School; 2000 Kentucky Fellow.

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JOSH HOE: Debate Coach, Univ. North Texas; CEDA National Champion, CSU, OK; Institute Instructor, UMKC, Arizona State, Emporia State & Kentucky, 1997-00.

AARON KALL: Senior Champion debater, Univ. of Kentucky; President, UK Student Forum, Sponsor of the TOC; Kentucky Institute Staff 1996-00.

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ZEN AND THE ART OF FORENSICS

PART 2

by
Bob Jones

As I watched a friend who had left golf for a while take the game back up, I could see a need to apply some of the lessons the sports psychologists are teaching. As he got more and more frustrated with his golf game, mostly because he couldn't perform at the same level as when he had been playing nearly every day, I dug out my copy of Dr. Bob Rotella's *Golf Is Not a Game of Perfect* and a copy of Dr. Deborah Graham's *The Eight Traits of Champion Golfers*. When we talked about the lessons the sports psychologists had for both of us, it renewed my interest in applying some of those same lessons to my forensics coaching. Thus, I started on a new journey of discovery for gleanings to help my forensic students.

In my search I found four more principles to go along with the first seven:

1. A competitive speaker with great dreams can accomplish great things.
2. Potential depends upon the speaker's attitude and how well he or she thinks.
3. Attitude ultimately wins out over ability.
4. Positive attitude is very effective.
5. Prioritize your opponents.
6. Quality of practice is more important than quantity.
7. Trying harder is not always better.

[See "Zen and the Art of Forensics," *Rostrum*, April, 1997, pg. 21.]

Again, with thanks to Rotella and Graham, I adapted the lessons of sports psychology to our activity.

PRINCIPLE EIGHT: The speaker must love the challenge when things don't go exactly right. The alternatives—anger, fear, whining, cheating—do no good.

A golfing friend of mine has shown great improvement in his game without improving the physical side of his game. He

instead has made strides in his mental golf game. Not long ago most of us could beat Nick by letting the natural bad breaks of the game cause him to self destruct. A bad lie in the bunker, a bounce the wrong way, landing in someone else's divot, one missed shot and Nick was done in. In a match with Nick it was money in my pocket when one little thing would go wrong for him. Sadly for my pocketbook Nick read *Golf Is Not a Game of Perfect*. Once he realized what he was doing to himself and his game, it was not very difficult to improve to the point of winning the club championship.

Speakers need to understand that every tournament is a new chance.....

- a chance to win
- a chance to lose
- an opportunity to improve

On our speech teams we have all had speakers we would call "fair weather" competitors—they do just fine as long as everything is just fine. But let one small thing go wrong and they're done for that competition. These are the students who let a bad room, an interruption, a bad hair day interfere with their ability to perform at the top level. They respond to the bad break with anger as if the Speech Gods had conspired against them. Worse yet, they may respond by trying to create bad breaks for others -- they make faces (when they believe the judge can't see them), make distracting noises, or any other examples of discourtesy judges could recount.

We know other examples of these speakers who don't know how to respond to the bad luck golfers refer to as the "rub of the green." For instance, every coach has had students who come home with no trophy whining about the bad breaks or ill luck. "I could've...I should've...I would've...except for..." (list of all the natural events that have ever happened to any speaker in any competition). And perhaps most infuriating, we've all had the speaker who gives voice

to the "stupid judge" syndrome. "I would have won except the STUPID JUDGE didn't listen to me...I would have won except the STUPID JUDGE was too old [it was probably me]."

All these speakers need to listen to the sports psychologists who tell us that to overcome the bad breaks we all get, we need to turn them into challenges. In other words, let the bad luck challenge us to turn adversity into advantage. We should all heed the advice of William Shakespeare in *As You Like It* [Act ii, sc. 1]: "Sweet are the uses of adversity, Which, like the toad, ugly and venomous, Wears yet a precious jewel in his head." Instead of students responding to bad luck with anger, fear, whining, or cheating, we would like to have them come back from rounds saying, "Listen to what happened to me and here's how I handled it." Use natural adversity to our advantage. Even if it doesn't help the score that round, it certainly can in the future.

PRINCIPLE NINE: At the beginning of every competition, a forensics competitor must expect only two things of herself: to have fun, and to focus on doing the best job possible.

There have been many cases of professional golfers who talk about how they got their game back together by deciding to have more fun. Even people who play a game for a living sometimes take the game too seriously. Though I might be tempted to take a golf match fairly seriously if I were playing for a million dollars (or even thirty dollars), it is still a game. And, as important as we believe speech competitions are, they are still just learning exercises. Too many students don't have fun at tournaments. They may enjoy the social experiences, but the competition is not fun for them. These speakers take the game too seriously -- whether pressure comes from parents, coaches, peers, or within -- and they suffer burnout. It may be the reason a sophomore places tenth in LD at Nationals and quits speech the next year. It may be the reason

one of my sophomores placed seventh in Prose at the Minneapolis Nationals and the next year told me, "It will be too much work for me to get better." I lost a great prospect because I had let the competition stop being fun for him. When I step up to the first tee -- or when the speakers head to the first round -- we should expect only two things: that we will try our best and that we will have fun.

PRINCIPLE TEN: A competitor cannot let one round or one performance determine his thinking for the rest of the tournament. Since forensics competitors are human (despite what some debaters believe) and humans make mistakes, successful competitors know how to respond to mistakes and adversity.

Every speech coach in every school can tell story after story about speakers who have a bad round and give up. They are the ones who say, "I've blown it already, so why bother to try." We console and cajole to spur them on. What these speakers need to realize is that the game isn't over after one round or because of one round. The great golfer Walter Hagen believed he would hit five bad shots in a round. So, after hitting a bad shot, he would just forget that one and concentrate harder on the next shot. A student of mine made it to the tenth round at Nationals in oratory with a speech entitled "Stuff Happens." The lesson he preached in that speech was that mistakes will happen, but what is important is how we deal with those mistakes. If we learn from mistakes or don't let the stuff that happens to us determine the rest of our thinking, we can prevail. Sam Donaldson from Canby had every reason to quit in extemp his junior year at the Eau Claire Nationals. I had shipped extemp files UPS a week ahead of the tournament to our Wisconsin hotel. Monday morning of the tournament they still hadn't arrived. Sam went to extemp prep with his flow pad and no resources. He knew how he scored that round and he could have given up on the rest of the rounds, but he didn't. When we got our files (in time for the second round), he worked harder on the rest of the rounds and made it to the tenth round. The example of Ted Scutti (Colorado) in his senior year should be an example to all. Ted was the favorite to win US Extemp, but he dropped out after six rounds. Almost two-thirds of the competitors at Nationals experience this, but not from the perspective of the expected winner. Ted could have easily

given up. No, Ted couldn't. Others could, but Ted didn't let his experience determine his thinking for the rest of the tournament. He responded by winning Extemp Commentary and earning the National Championship he'd expected -- only in a different event. We are all bound to make mistakes -- it's one of the qualities that makes us human. But it is also a human quality that we can choose how to respond to those mistakes. We can give up, call it a day, go home a loser, or we can learn and grow from the experience. The sports psychologists tell us over and over that the real winner, the real champion is the one who will learn and grow.

PRINCIPLE ELEVEN: In forensics, the bad news for the current champion is that tomorrow is a new day, when the competition starts again from scratch. But that's the good news for everyone else.

The most wonderful thing about golf, to me and many other players, is that each hole is a new beginning. Every time I tee the ball up I have a new chance to make the perfect shot. I can have a bad hole (or a whole bunch of them) and still look forward to the next hole. I can lose this weekend's match with my golfing partners, but next week I get another chance. That may not be great news for Tiger Woods who is expected to win every time he tees it up -- everyone gets a new shot at him every week. He's on top of the golfing world because he's better than everyone else. But if he wants to stay on top, he has to beat them all over again next week.

This pattern may also be one of the best aspects of our activity. When I was a college debater for Linfield College (a small liberal arts college in Oregon), two debates stick with me today out of the hundreds I debated. The first was when my partner and I debated against Rick Flam and his partner from Berkeley. Rick was called by some the best college debater ever (at least of 60s and 70s era). He beat us, but the judge (a highly respected college coach) said it was the best debate he'd ever seen and gave us all maximum points. What a day! To debate the best there was and come close to winning was great, but that we'd have other chances to try was greater. That same year we were debating against a Harvard team whose affirmative hadn't been beaten all year. That time we won. We'd taken the champions down.

Our speakers need to understand that

every tournament is a new chance -- a chance to win, a chance to lose, an opportunity to improve. When my junior speaker, Sam Donaldson, came home from the Eau Claire Nationals having placed fourth in LD, what he worried most about was losing. How would it affect him, a consistent winner, to lose? The next year every tournament he won meant more pressure. Finally, at one tournament he lost (placed second) and he found out it was okay. Someone else could be on top for a while. With the pressure off, he won the next week. He went on to finish sixth in LD and first in US Extemp at the Tulsa Nationals. Winner or non-winner, every tournament (or every golf match) is a new chance.

Adding these four principles to the other seven may give us eleven ideas that we can use to improve our competitive speaking and/or our coaching. I know that each day on the golf course, one or more of these principles comes into play in my game. I may not be able to use the lesson at that instant, but the lesson is there for me to learn. As my ball unfairly bounces into the bunker, I may not always think about how this gives me an opportunity to hone my sand play even though Principle Eight says I should. But I know I would be a better golfer if I would. Maybe this about forensics is that which I will miss the most in retirement -- the opportunities for learning the activity presents to us all -- competitor and coach alike.

(Bob Jones retired as coach at Canby Union (OR) HS in 2000. He is chair of the NFL Extemp Topic Committee and co-chair of Extemp Prep at the National Tournament. Bob and his wife Ann coached US Extemp national champion Sam Donaldson in 1986.)

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Dottie Hinson (played by Gina Davis): "Why is this so hard?"

Jimmy Dugan (played by Tom Hanks): "It's supposed to be hard. If it was easy, everyone would do it."

—FROM A LEAGUE OF THEIR OWN

by Jon Bruschke

The National Forensics League and the newly-emerging Urban Debate Leagues share the common goal of promoting healthy, populated, and active local debate leagues. The NFL has the benefit of decades of experience in league development, and the UDL movement has the distinction of being the most energetic effort in recent years to establish a large number of new leagues — at least eleven new debate circuits owe their existence to UDL support. Needless to say, both groups have an interest in the continued success of the embryonic UDLs; we have at this junction an unprecedented opportunity to expand participation in debate. If the UDLs take hold or even expand, debate can become a regular feature of the secondary school experience and not just a rare opportunity at scattered high schools.

What will it take make urban debate succeed? There are those who characterize urban debate as a movement (Baker, 1998), and it is characterization that most of us wear with pride. I'm no historian, but I do believe that all movements need at least two elements to flourish: A really good idea, and a well-organized means to implement it. The first element we have in abundance. Those of us with careers in forensics know the almost intoxicating list of benefits our activity offers. Few things compare to the intrinsic reward of watching students develop, mature, and transform as a result of participation in debate. This paper will dwell on the much less sexy and less uplifting question of logistics. The movement label may provide insight into the importance of discussions about strategic direction — those with even a passing familiarity with Malcolm X and Martin Luther King understand that that sharp minds can agree on a common goal but differ sharply about the means to attain it.

This essay will discuss strategic directions. It will start by trying to diagnose the challenges to league expansion, it will then explore reasons that it is difficult for us to see those problems, and will finally conclude with some suggestions that might

help fix the problem. It will be disappointingly short on specific alternatives, but will dwell at some length on strategic directions.

The Problem

It is quite easy, when facing a problem for the first time, to miss something basic and produce solutions that look comical with a dose of hindsight. Samuel Goldwyn once dismissed audio in movies with the comment, "Who the hell wants to hear actors talk?" Ptolemy watched the sun move across the sky and concluded the earth was sitting on the back of a big turtle. In each instance, something basic was missed: Dialogue improves the plot, and the earth revolves around the sun. Of course, you don't have to be dumb to make these mistakes. Goldwyn is a media legend and Ptolemy is correctly viewed as a scientific trailblazer. On the other hand, it is staggering to imagine how much more Ptolemy would have learned had he known a little bit more about the center of the universe. When starting off in a bold new direction, there are decided advantages to knowing what problems need to be solved.

Perhaps we can begin by asking, "Why isn't there widespread debate participation now?" Why aren't there active leagues in every district? There are many possible answers. It is possible that debate simply doesn't have enough to offer, but its intellectual value is now beyond question (Allen et al., 1999). It is possible, as Kozol (1992) eloquently argues, that economic inequalities preclude all sorts of extra-curricular opportunities in poor schools. Clearly, economic inequality is part of the answer. But that answer is only partial simply because there are many wealthy districts that don't offer debate either. Speaking as one who has been working with urban debate for four years now, I can say that the main problems we have encountered have not been intellectual (in the sense that we are teaching something unimportant), or pedagogical (in the sense that debate is difficult to teach), or motivational (in the sense that it is hard to get students interested), or

even financial (thanks to the generosity of the Open Society Institute). Why, then, is there not more urban debate? Why is there not more debate in general?

The answer, I believe, is that it is damnably difficult to be a debate coach. Even a teacher lucky enough to have a debate class as part of the curriculum spends an extraordinary amount of time after class working with the students. Teachers give up long weekends that could be spent relaxing or simply getting ready for the next week of school. The teacher must arrange permission slips, get district and board approvals, arrange for buses and janitors and security, and find some way to pay for it all. Budgets are hard to get and rarely adequate to the demands of the students. I preach to the choir in these pages, but it is worth reflecting on how much we do and how hard we work. We often do what it is not reasonable to ask us to do. We are debate coaches because we make unreasonable sacrifices. The reason why there is not more debate is easy to see: Being a debate coach is really hard, and not many people can (or want to) do it.

Part of the Problem

There is a story about Ted Williams, the great Boston Red Sox hitter, who some time after he had retired was asked to help coach a .240 hitter. Williams suggested that the hitter crowd the plate so that he could easily hit outside pitches, and then told the player that when the pitcher threw inside he should light up and cream the ball. "If I could crowd the plate and cream an inside fastball," the player explained, "I wouldn't be hitting .240." Williams was a great hitter but not a great coach, in part because it was hard for him to understand how exceptional he was. Williams could hit .400 because he could cream an inside fastball, and he never understood that nobody else could do it.

Because the job of debate coach is so hard, only exceptional people can do it. There are indeed educators who are willing to give virtually all of their free time for nothing more than the intrinsic reward of seeing the students grow. But it is an error to imag-

ine that because the very best educators are willing to work extremely hard for no extra pay that there are a large number of teachers who will do it. The examples offered by outstanding teachers do (and should) serve as inspiration and by watching our best there is much to that can be learned. But in some ways, the successes of our best teachers also serve to blind us. Ted Williams couldn't understand why nobody else could turn on an inside fastball. If we focus only on successes, we may never learn why those successes can't be translated to less adept educators. High school students love repeating that Einstein failed out of school. The very motivation behind a gifted program is that you can't teach Einstein the way that you teach everyone else. But, it turns out, the reverse is also true: You can't teach everyone else the way that you teach Einstein. We can't treat every teacher as if they were Jaime Escalante (the famous math educator chronicled in the movie *Stand and Deliver*).

I fear that one problem endemic to all debate leagues – from those in the most ivy-covered collegiate debate district to those in the most rural high school novice divisions – is that the leagues come to be dominated by only outstanding instructors, who have a hard time appreciating why others can't match their excellence and have difficulty replacing themselves when they are gone.

Another factor, at least as important, is that even the exceptional teachers do not receive the support they need and deserve, and after performing miracle after miracle they are taken for granted. One result is burnout, and it is a problem that resonates at all levels. Even at the collegiate level, the demands of coaching have made coaching and publishing almost mutually exclusive, and the number of tenured Ph.D. coaches is shrinking to dangerous levels. I suspect the problem is at least as pronounced at the high school level, with its longer travel schedule and heightened paperwork. A serious problem that our activity has is that we have difficulty retaining even the exceptional teachers. We must be constantly vigilant that we do not support our best teachers less because they are capable of more.

Part of the Solution

There aren't easy solutions, but there are at least two directions to try. The first is that we can seek ways to make the debate job less demanding. We can offer Saturday-only tournaments, provide assistant

coaches, lobby for better secretarial support for the paperwork, limit topics, limit travel schedules, provide curriculum materials, and try to establish class meetings rather than after-school meetings. This is a short and non-exhaustive list. The bottom line is that debate coach is a demanding job, and any measure taken to reduce the demands of the job will make it something interesting and accessible to all teachers and not just the exceptionally motivated. Those of us who work actively with districts trying to make debate programs flourish should make sure that teacher support is a central part of the equation.

A second approach is to try to do more to attract the very best teachers. At present, it is simply stating the obvious to say that the reward system for debate coaches is badly out of step with the effort involved. Simply put, the job of debate coach is not a good career move. There are no promotions or pay raises for doing well but there are costs, measured in lost portfolio development and stress. "Better pay" is not something that can be written into a grant or won easily from a district. There are, however, some limited successes in some districts where compensation for coaching has risen to \$4,000-\$5,000 a year. Although these victories will not be replicable in all areas, they do demonstrate the possibility that victories can indeed be won. And, as other movements have taught us, the ease of victory does make the need for it any less important. Desegregation must have appeared unthinkable in 1920 Mississippi, but it must have been equally apparent that equality would never be achieved without it. Adequate compensation for an enormous number of overtime hours might seem completely out of the question in the current environment, but the reality of nation-wide debate leagues with large-scale participation will be impossible without it.

I'll return to the movement analogy one more time, to highlight the importance of facing the most difficult problems squarely, to dwell on the need for a clear strategic direction, and to end on a note of hope. The civil rights movement faced seemingly intractable problems: The racist power structure was unwilling to cede even basic respect to non-Caucasians. The problem was obvious but the solutions long and difficult. The cause was noble but there was vigorous dissent, even within the movement, about strategic direction (Do we seek justice by the correct application of laws or by any means necessary?). Our own move-

ment faces problems no less apparent and with the remedies no less obscure. We will do well to discuss vigorously our own strategic direction. If we take this unique moment to dwell on a strategy for long-term league development, the UDLs can flourish and the joint goals of the UDLs and the NFL can become more attainable.

I hope this essay can spur some thinking about the strategic direction leagues might take to guarantee their long-term success. Part of the process will involve taking a sobering look at the challenges we face. Such discussions are rarely uplifting. But of all groups, debate professionals must surely be the most able to engage in frank discussions about the problems we face and reflect maturely on ways to fix them. If we do this thing right, we can transform education. If we fail to reflect on the factors that limit our success at present, we may not realize our full potential. If we fight and win battles for our teachers, try to recruit the best teachers, and support the teachers we have, debate can flourish.

(Jon Bruschke is Assistant Professor and Co-Director of Forensics at CSU Fullerton.)

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LD REBUTTALS AS SPEECHES

by
Jason Baldwin

LD students seem to worry more about the quality of their rebuttals than about any other aspect of their performances. This preoccupation, made clear to me during my eight summers of workshop teaching, probably results both from a perception that debates are won and lost in rebuttals and from the insecurity generated by these unscripted and often rushed speeches. I do not share the belief that rebuttals are the most important components of a winning performance; as a competitor, I focused my preparatory energy on research and case planning, and as a judge, I have often written decisions after the first negative speech. But no debater can (or would want to) ignore rebuttals. This essay offers some specific advice on LD rebuttals rooted in a reconceptualization of the nature of these speeches as speeches.

Writing about how to give rebuttals is a bit like writing about how to dance: both skills require a range of practical, situational judgments which cannot be fully prescribed in economical formulae. And even if it were possible to describe a pleasing instance of either type of performance, both practices can be botched in ways too numerous to catalog. This is one reason that a human coach is far preferable to books for students of either art, for only a personal observer can identify the specific errors a given student makes. So while I have worked with many individual students to improve their LD rebuttals, I have hesitated to suggest general advice on so various a subject. However, I have noted several widespread habits which detract from rebuttal speeches, and in satisfying myself that those habits are problems, I have also had to construct a more positive (but hardly original) vision of what rebuttals should be. Part I of this essay calls attention to seven problems endemic to recent LD rebuttals, Part II proposes a corrective view of what rebuttals should be, and Part III suggests a method for students to use to improve their own rebuttals, with or without a coach's help. Insofar as I do not explain the basic structure and content of rebuttals, I am addressing primarily experienced debaters; yet all of the issues below concern students at all

levels, and I hope that this advice will be a useful supplement to the instruction of even new debaters.

I. Forensic Pathology

Here are seven habits of highly ineffective speeches, most of them exhibited to one degree or another by virtually all LD debaters (doubtless including this author):

First, many rebuttals say little or nothing about the resolution supposedly being debated. Fully one-third of the 2ARs I have heard in the past two years have not included a single major term from the resolution. It is harder to speak for a full six minutes in the NR without saying anything about the resolution, but it does happen. More commonly (almost universally, in fact), rebuttals make a few scattered references



Jason Baldwin

to the resolution, but most of the individual arguments say nothing explicit about it. It is obviously impossible to argue for the truth or falsehood of a resolution without talking about that resolution. So most rebuttal arguments are, rhetorically, wasted breath. Of course, some generous judges are willing to try to construct connections between what a debater actually says and the resolution being debated; these judges are sometimes labeled "interventionists" by students bitter that their arguments were not interpreted as the students intended them to be.

Closely related to the first symptom is the second: most students use personal (we, you, it, they) and demonstrative (this, that) pronouns with unclear antecedents or

no antecedents at all. Students often imagine that they have said something about a resolution by using a pronoun which they mean to stand for an agent or party in the resolution, but the meaning of the pronoun is often completely unclear to listeners. Most resolutions allow reference to many persons. On the resolution "Colleges and universities have a moral obligation to prohibit the expression of hate speech on their campuses," relevant parties might include: colleges as collectives, college administrators, college teachers, college student bodies, purveyors of hate speech, targets of hate speech, the ethnic majority, ethnic minorities, and the public at large. When a debater uses "they" in the context of such a resolution, s/he could be referring to any of the aforementioned groups or to hate speech incidents or to hate speech codes. And when debaters use "we," they frequently mean to refer to some (unspecified) party in the resolution, but also sometimes to "we debaters" or "we auditors of this particular debate round," compounding the confusion.

The **third** habit, like the first two, moves rebuttals away from clear discussion of the resolution and into the realm of confusing abstraction. This is the practice of stating arguments only as general principles, without offering concrete illustrations. Many debaters have heard the familiar criticism that examples and analogies are not arguments. This statement may be true when applied narrowly to the validity of deductive arguments, but it neglects the inductive support that examples provide for empirical generalizations, and it also ignores the persuasive power of a well-chosen illustration. Any debater can assert in the abstract that hate speech is a vague concept which may be employed to silence unpopular views, but well-prepared students can add immensely to their credibility by describing with dates, places, and other relevant details specific incidents when hate speech codes were used to squelch dissent. As I have argued in these pages before, the meaning of abstract arguments is never clear until we understand what, in practice, those

(Baldwin to page 42)

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(Baldwin from page 39)

arguments entail. Listeners will always respond more strongly to an argument embodied in a concrete human situation than to the purely abstract presentation of the same logic.

The use of debate jargon, especially flow-related jargon, is a fourth common detractor from LD rebuttals. Gnosticism is the ancient heresy which teaches that salvation comes through secret knowledge, and debate, sadly, has come to resemble a Gnostic cult. Here are some words and phrases meaningful only to members of the cult: flow, drop, extend, cross-apply, solve for, AC, NC, CX, AR, NR, voter, crystallize, turn, pull, group, go aff, go neg, top, bottom. The overuse of such terms results in statements like "For my first voter, flow across the underview at the bottom of the AC that solves for racism, which she dropped in the NR." This sentence would be completely meaningless to anyone outside the debate community, and it is rhetorically repugnant to many of us within. Coaches and debaters share the blame for this one: coaches, for introducing such terms as instructional shorthand without emphasizing that they have no place in actual speeches; and students, for fancying that they will appear clever and sophisticated for peppering their speeches with a clumsy technical vocabulary.

Wordy, repetitive, and imprecise transitions are a fifth blemish on many rebuttals. "Next" and "but" are by themselves too imprecise to introduce a new point, resulting in an unshapely pile of arguments. "Look to" (like "that of" in the statement of a value premise) is pompous and archaic. "Talk about," as in "Next she talks about freedom," is too vague; good debaters *argue* that some proposition is true or false rather than merely *talk about* a subject. "Gives you," as in "He gives you equality," is too colloquial and also too vague. Overly wordy (and inept) transitions include statements like, "Now looking on down the flow, what you must realize is the idea that . . ." Some speakers use "basically" to introduce every sentence for no apparent reason. Any word or phrase that becomes a generic transition will make the logical relationships and relative importance of statements hard to understand. Another serious transition problem occurs when speakers promise to provide a certain number of arguments and then fail to number their statements accurately. When a listener has been promised two responses and is then offered a "first"

followed by a half-dozen "nexts" and "buts," he will naturally become confused about whether there is really a second argument, which statement is the second argument, whether there may also be a third and/or fourth and/or fifth argument beyond the promised two, or whether the speaker has moved to a new set of arguments. In LD rebuttals, as elsewhere, numbers should be used with care.

The first five problems are facilitated by the sixth, the excessive speed of most rebuttals. On the one hand, it is to be expected that speeches in a competitive debate will proceed at a higher rate of speed than do most informal conversations. On the other hand, many LD rebuttals have become so fast that the uninitiated simply cannot follow them. I have heard many judges complain about the speed of LD rounds, but I have never heard a judge complain that debaters spoke too slowly. Like sloppy transitions, speed prevents speakers from effectively emphasizing their arguments. It also creates the impression of a frantic loss of control. I suspect many LD students speed for the same reasons they use certain kinds of jargon: doing so helps them overcome the inferiority they feel for not doing policy debate. Sadly, some students who accustom themselves to such speaking during high school find that they are unable to present intelligible spoken arguments in the larger world. It is a safe working assumption that, no matter who you are and how slowly you think you speak in rebuttals, you need to slow down.

Cynics and third-party observers (like me) can offer a variety of cultural and psychological explanations for the six bad habits so far mentioned, but many debaters would offer a more straightforward reason for all of them: the need to offer more arguments. Missing links, pronouns, abstractions, jargon, generic transitions, and speed are all explainable as products of the pressure many debaters feel to offer more arguments than their opponents do. The unnecessary multiplication of responses is the seventh and final bar to effective rebuttals. To the extent that it occasions the first six, it is also the most serious. Many debaters treat responses like raffle tickets, imagining that the more of them they possess, the greater the chance that the lucky winner will be chosen from their stack. This image highlights what is missing from the modern style of reflexive refutatory rebuttals: thought. Debate rounds are not games of chance. Good debates are won by making *better* ar-

guments, not by making *more* arguments. The most persuasive debaters can often defeat an opponent's entire position with one or two strategically chosen responses. The blitzkrieg approach to rebuttals is almost never persuasive because the really important arguments cannot be explained and emphasized when they are rolled into a lengthy (and usually repetitive) series of blips. Weak and insignificant responses actually sap the power of stronger ones. A well-placed rifle shot is far more effective than a barrage of pebbles for hunting large game, and much easier on the arm.

Eliminating these seven habits would not guarantee the excellence of LD rebuttals. But for many current debaters, these problems are their most prominent stylistic flaws, and overcoming them would result in stronger, more persuasive speeches.

II. Health

To classify the seven practices outlined above as defects in rebuttals, we must have some positive ideal of what LD speeches should be. If rebuttals ought to move away from these habits as symptoms of disease, what is the state of health toward which they should move? The answer is simple: rebuttals should be delivered as persuasive speeches. By itself, this answer might seem neither insightful nor useful. I am happy to cede any claim to insight, but I do believe that reflection on LD rebuttals as persuasive speeches yields a number of helpful principles. I will begin by suggesting three qualities we should expect to find in a persuasive speech and then consider the implications of this vision for each of the seven unhealthy rebuttal practices.

First, a persuasive speech should be clear. What is the mark of a clear speech? Any adult of average intelligence and education should be able to understand it without taking notes. Most judges in LD rounds do take notes to help them remember the details of speeches, but an ideally clear speech can be followed in the moment by someone who is only listening. Clear speeches may occur in the course of exchanges and debates, but their basic clarity is preserved even when they are detached from their rhetorical contexts. A persuasive letter to the editor will provide all the background information an educated reader needs to understand its arguments even if the reader has not read the article to which the letter responds. Likewise, a good rebuttal will be clear enough to persuade a (Baldwin to page 44)



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listener of the truth or falsehood of a resolution even if the listener has heard no other speeches in the debate round. An ideally clear rebuttal speech could, by itself, persuade a listener of the truth of its claim such that the listener could accurately paraphrase the conclusions of the speech and the arguments that support it.

For a speech to be clear enough to be memorable, it must also be unified. One who attempts to persuade his audience of everything will likely fail to persuade them of anything. Speeches are public events, given on rhetorical occasions which help to define their meanings. Consider Antony's funeral oration for Caesar. Ostensibly a eulogy, it also shared elements of a persuasive speech and even of a rebuttal. Antony's speech was occasioned generally by Caesar's death and specifically by the charges of ambition brought against Caesar by Brutus and the conspirators. Had Antony attempted to catalog the treacheries of the conspirators, to tell the life story of Caesar, or even to recount each of Caesar's good deeds, the power of the speech would have dissipated. Instead, Antony persuaded the crowd by selecting three examples of Caesar's noble conduct unified by their display of generosity rather than ambition. Debate tournaments create artificial occasions to discuss the truth value of some assigned proposition (the resolution), and it is this purpose which should unify everything said in the course of a debate round. Given the multitude of possible arguments relevant to any resolution's truth, effective speeches must achieve a further unity by selecting a relatively small subset of those arguments to develop in detail.

A further trait of persuasive speeches is that they are shapely. A good speech, like a good essay, should have a discernible beginning, middle, and end. Rather than plunging a listener immediately into the thorny thicket of issues and leaving him there, a persuasive speaker will earn his listener's ear with an appealing opening, gently direct his attention to the relevant more specific issues, and finally step back with him to survey the results of the battle from a distance (in the case of debate rebuttals, from the perspective of the resolution as a whole). It may occur to some readers that current LD rebuttals do have a kind of shape: they begin with a "roadmap," move to "line by line," and conclude with "crystallization." But there is little in this pattern that is fetching, persuasive, or memorable;

no practiced public speaker would deliver anything resembling a current LD rebuttal to an audience he wished to win over. Clarity, unity, and shapeliness will complement each other in a persuasive, well-executed rebuttal.

It is easy to see how these three elements of a persuasive speech prescribe healthy correctives to the seven ineffective speech habits described in Part I. First, a concern for clarity and unity requires speakers to make explicit reference to the resolution under discussion at every possible turn. Effective introductions will often call the audience's attention back to the central issue of the debate (the truth value of the resolution) after that attention has been distracted by an opponent's confusing and abstract jumble of responses. Likewise, every particular response will remain individually relevant and connected to other responses by including specific words or phrases from the resolution as part of the response. At no point in the speech will a persuasive speaker allow his listeners to forget that he is arguing primarily about a resolution and only secondarily about this or that specific sub-issue. Speakers who find themselves prone to ignore important words from the resolution might benefit from writing them in large letters across the top of their flow pads (pardon the jargon).

Clarity further dictates that most pronouns be eliminated from rebuttal speeches. In general, it is unwise and unclear to use pronouns to stand in place of parties in the resolution. Second- and third-person pronouns should be used only when referring literally to persons present in the capacities they actually fill (do not, for instance, use "you" to refer to the judge as if he were a policymaker whose decision would literally [say] condemn thousands of Serbian children to die in NATO bombings).

The use of particular examples and illustrations can enhance the clarity, unity, and shapeliness of speeches. Obviously, listeners will have a clearer idea of what they are being persuaded to believe when the broad generalization of the resolution is applied to specific or analogous contexts. Note, however, that illustrations must be slowly and fully explained if they are to exercise persuasive power. Further, several well-placed references to an illustration from cross-examination or from the first part of a speech may provide a unifying (and memorable) thread for the speech as a whole. Finally, I am indebted to Mr. James Copeland for suggesting an important way in which

concrete applications of a resolution may contribute to the shape of a persuasive speech via its conclusion. Speakers may direct their final summary appeals to the consciences of listeners by asking them to choose between the worlds represented by an affirmation and a negation of the resolution. For instance, rather than praising the glories of school safety or student civil liberties in the purely abstract language of rights or contract obligations, a persuasive speaker might bring his argument to a satisfying conclusion by describing the likely experiences of students and teachers in the worlds (i.e., concrete realizations) of both sides of that resolution. The classic "motivated sequence" pattern for persuasive speeches satisfies an audience's felt need to react to the urgent arguments they have just heard by proposing an action they (the audience) may take to address the problem at hand. While there is no point in pretending that debate judges can effect dramatic widespread changes in society, debaters can bring their appeal to a climax by playing up the ethical and rhetorical importance of publicly endorsing a certain kind of world by voting to accept or reject a given resolution. Listeners will feel the importance of such a decision only insofar as they regard it as a choice between different human experiences rather than philosophical vagaries.

Clear speakers will also avoid debate jargon like the plague. In particular, references to a listener's notes are often confusing and always slightly ridiculous. It is crass and presumptuous for debaters to dictate to judges what is or should be on "the flow." A debate is a rhetorical contest embodied in speeches over a period of time; it is not a board game with a geography neutrally observable by all the players. The members of any audience are free to note or ignore whatever they please, and speakers can best assure their points will be heard and remembered by making them clearly and memorably to begin with, using only the language of ordinary educated English-speakers. Of course, it is very likely that debate judges will, in fact, take notes on rounds, and smart debaters will present their arguments in ways that make it easy for notetakers to follow and organize. Just as a graceful child will courteously account for an aged relative's limitations without remarking on those limitations, so a graceful debater will speak in ways conducive to notetakers without remarking on the notes themselves. In general, one should avoid using

terms in a debate round that one has picked up only in debate.

Specific transitions are obviously essential to create a clear, shapely, and unified speech. The carefully chosen "however" or "additionally" primes the expectations of listeners, allowing them to logically connect your statements one to another and to recognize the place of a given statement in the structure of the speech as a whole. Such verbal cuing is especially vital for those listeners who do take notes. Any worthwhile English textbook will list a variety of useful transitional words, phrases, and strategies. Here I will simply note that the now-common practice of beginning rebuttals with "roadmaps" is one of the most rhetorically clumsy ways imaginable to introduce a persuasive speech. Good speakers will, in fact, give their listeners signals about where they are headed, but they will not attempt to grab their audiences' attention by saying, "OK, first I'll go off, then, uh, neg. Is everybody ready?" Transitions should be smoothly integrated into the substance of a speech; they should be as unobtrusive as the nails in a well-built house.

Persuasive speakers will use a moderate speed to remain clear at all times during their rebuttals. Whether listeners are recording speeches in their memories or on paper, they need time to comprehend sentences they themselves did not compose. Many of the students who debate in front of me would probably be dismayed at the number of sentences I do not understand (and thus do not record) because they are spoken too quickly. Comprehensible speed, like comprehensible enunciation, is a basic physical requirement for clear speeches, but thoughtful variations in speed also contribute crucially to the shapeliness of speeches. A uniformly fast rate obliterates all sense of form. But an occasional quick argument may suggest, "This is just review" or "Here's the icing on the cake." Likewise, a noticeably slower pace suggests, "This is the crux of the matter" or "This is complex—listen carefully." Generally, speeches should start slowly, gradually accustom the listener to a brisker pace, and then finish slowly.

Finally, the unity and clarity of a persuasive speech dictate that it be focused and selective rather than comprehensive. Effective speakers choose the few points they want to make about their topic and then make each one thoroughly. The more points a speaker makes, the less likely they will appear related to one another, and the more likely contradictions will emerge among

them. Further, speakers are more likely to impress their listeners with their mastery of a subject when they can clearly and confidently *explain* one or two lines of reasoning in response to an argument rather than hastily *listing* every response they can think of. Successful magicians know far more tricks than they perform on any given occasion. They impress audiences by presenting a few tricks exceptionally well and always leaving audiences begging for more. In similar fashion, a speaker communicates power by implying, "Here's the kind of high-quality reason I can give you to believe my position in the time I have; imagine what I could do if I had more time." Choosing the best one or two response strategies against a contention requires a knowledge of argument types and a certain tact, both of which are beyond the purview of this essay (I hope to address these issues in the future). But the best way to learn to make wise choices among possible arguments is to practice by actually making such choices, if not at first in tournament rounds, then in practice rounds or in post-tournament flow reviews. Much of the time saved by making fewer arguments will be filled by making those arguments more slowly and with suitable illustrations and specific references to the resolution.

III. Therapy

How can LD students move from the bad habits outlined in Part I to the model of persuasive speaking described in Part II? First, let it be said that no single decision will transform a debater from an ineffective to an effective speaker. As with most good habits, the habits of successful speaking must be developed gradually over time. Students who attempt to tackle all of the above-noted problems in a single afternoon of rhetorical self-improvement will probably throw up their hands in exhaustion and despair. Wise students will diagnose their own current habits honestly (and ideally with the help of others) and then make triage decisions about which habit needs the most immediate attention, which habit is next most pressing, and so forth.

The lowly tape recorder is a speaker's best friend for diagnosing and treating his own speech habits. Every one of the seven detractors identified above can be recognized in a tape-recorded speech, and repeated recordings of oneself giving substantively the same speech can reveal improvement or deterioration. Here is a method that can be used to cure any of the seven bad habits: First, record one of your

own rebuttal speeches; speeches from tournaments are best because they may reveal verbal habits you display under pressure which do not surface in contrived practice speeches. Second, listen to the tape and jot down any of the seven (or others) which you notice. You may need to listen several times, attending to different aspects of the speech each time. Decide which habit in the speech you want to treat first, which second, which third, and so on. Then transcribe the entire speech, word for word, complete with all the "uhs," stuttering, and sentence fragments. Typing the speech will do two things for you. First, it will make you irritated with yourself for making all those indiscriminate blippy arguments which you are now having to type. Second, it will give you a written copy that will allow you to more objectively and deliberately study what you say and how you say it.

After you have typed the speech completely, go through it with red pen in hand to mark all the instances of whatever habit you are striving to improve. For example, if you are trying to make more clear references to the resolution, mark the total number of distinct points in the speech, then mark each use of a major word from the resolution, and then flag any individual point that does not use any of the resolution's words. After you have marked all the problem areas, go back and rewrite (yes, write) the speech to fix the problems. You may have to impose somewhat arbitrary rules on yourself to address some of the problems. For instance, to reduce your speed, you may have to simply decide to reduce the length of your text by one-fourth; to reduce the number of your responses, you may have to limit yourself to two responses per contention, or no responses less than three complete sentences long, or only half as many responses as your original speech contained. You can be your own judge, but do not hesitate to impose relatively draconian standards on yourself for practice purposes.

Once you are satisfied that you have adequately treated a given speech (this may involve combing through several written drafts looking for different symptoms), make a tape recording of your new and improved version. Practice reading the speech with proper emphasis, speed, and enunciation; your goal is to fill the time with a slower, more polished speech. Reading well-chosen words will help accustom you to say-
(Baldwin to page 48)

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Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience.

Commitment to diversity: The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants make it possible to support many students from economically disadvantaged areas.

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(Baldwin from page 45)

ing well-chosen words, and eventually such practice will rub off onto the extemporaneous performances you give in rounds. If possible, listen to your new version with a parent or non-debate auditor. Note any areas for further improvement, and repeat the type-rewrite-record cycle again.

Tapes and written speeches will allow you to recognize your own speech habits in a way that is not usually possible in the moment you are speaking. And these artifacts allow you to review your speech actions with a care and leisure that hurried practice rounds do not typically permit. As you become a more perceptive critic of your taped and written speeches, you can continue to improve simply by performing a rebuttal speech for a tape recorder, listening to it for the problems you most want to fix, and then performing it again and again on tape until you get it right. Of course, coaches and teammates are helpful in this process if for no other reason than to relieve the tedium of doing the same thing over and over. Genuine improvement is hard work, but time and effort will pay off.

The ultimate test for rebuttal speech quality is one that requires either a long interval of time or listeners who have no knowledge of LD. Let us call it the drawer test. The drawer test consists of recording a rebuttal speech and then putting the tape in a drawer without listening to it. The tape should stay in the drawer for as long as you can remember the round it came from, preferably until your memory of the resolution's details begins to blur; this may obviously take a number of weeks or even months. After sufficient time has elapsed, listen to the speech without taking notes. Does the speech, standing alone, clearly inform you about what issue is at stake in the debate and memorably persuade you to adopt a position on that issue? If so, congratulations! If not, what is missing or unclear? Of course, you can achieve this same effect without the drawer (or the months) by playing your speech for someone who has no knowledge of LD or of the resolution addressed in the speech. Does the speech by itself persuade that person of what you want to persuade him? What questions remain unanswered by your speech for such a person? Is there anything in your diction or delivery that confuses or distracts the average (i.e., non-debate) listener? If you fail the drawer test, go back to your word processor and try to remedy the problems in your performance.

No doubt there are many other strategies students can profitably employ to develop their rebuttal ability, but I believe focused self-criticism, made possible through tape recordings and transcripts, is an essential part of any serious improvement. In any case, consistently approaching rebuttals as persuasive speeches rather than as speed refutation contests is certain to yield more appealing, compelling, and educational LD rounds.

(Jason Baldwin is a graduate Philosophy student at Notre Dame and the coordinator of the LD division of the Kentucky Institute. Interested readers may contact Jason at jbaldwin@nd.edu)

(Olson from page 14)

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RICHARD EDWARDS, Professor, Baylor University, Waco, TX; B.A., M.A., Ph.D., The University of Iowa; designed and perfected the Tab Room on the Mac program that has revolutionized tournament management; long time member of the wording committee for the national high school topic; editor and author of dozens of articles and publications for high school teachers and students on debate.



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ADRIENNE BROVERO, Debate coach and Ph.D. candidate, Northwestern University; B.A. and M.A., Wakeforest University; former Wakeforest debater; Winner NDT Copeland Award; Two appearances NDT semifinals; coached two NDT champions and two NDT Top Speakers; 9 year veteran lab leader.

TREVOR FOSTER, Graduate, University of Iowa; former debater at Millard North High School, Millard, NE; late elimination rounds of every major college tournament; former state champion.

FATHER RAYMOND HAHN, Headmaster and Director of Forensics, Cathedral Prep; B.A., St. Mary's Seminary College; M.Div., School of Theology, St. Mary's University; NFL Double Diamond; Key Coach of the Barkley Forum; as a veteran coach of Policy Debate, Fr. Hahn's teams have been in the late elimination rounds of every major tournament.

HEIDI HAMILTON, Assistant Professor and Director of Forensics, Augustana College, Rock Island, IL; B.A., Augustana College, Sioux Falls, SD; M.A., UNC Chapel Hill; Ph.D., University of Iowa; former debate coach at the University of Iowa; former debater for Augustana College where she reached the late elimination rounds of every major tournament; as a coach at Iowa and Augustana her teams frequently reach

the late elimination debates and have qualified for the National Debate Tournament.

DAVID HINGSTMAN, Assistant Professor and Director of Debate, University of Iowa; Phi Beta Kappa; A.B., Princeton; J.D., Harvard; Ph.D., Northwestern; coached three NDT Top Speakers, two NDT finalists including champions, and has had two or more teams qualify for the National Debate Tournament over the past fourteen years; voted one of the nation's most outstanding debate critics.

MIKE JENSEN, Ph.D. fellowship at The Center for Democracy, University of California; B.A., University of Iowa; former coach University of Iowa; coached 2000 NDT Copeland award winners; teams in the late elimination rounds at every major college tournament; former debater University of Iowa.



Father Hahn

KRISTIN LANGWELL, Graduate, University of Iowa; 4th Speaker Harvard Invitational; NDT District IV Champion; Finalist at UNI and Wake Forest; Winner of Kentucky, Pepperdine and Illinois State NDT tournaments; winner of NDT 2000 Copeland award; former debater at Niles West High School; former NFL champion; former Novice Nationals champion; former assistant debate coach, Elk Grove High School; former debater, Wake Forest University.

ANDY PETERSON, B.A., University of Iowa; A. Craig Baird Debate Forum member; Phi Beta Kappa; Four time NDT first round bid qualifier; Late elimination rounds of every major college debate tournament; numerous speaking awards; veteran member of Iowa staff.

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NATE SMITH, Debate Coach, Northwestern University; B.A., Northwestern University; coached three NDT National Championship teams; coached two NDT Top Speakers; coached two NDT Copeland Award Winners; considered by the college community as one of the top debate critics in the nation; former debater, Northwestern University.



Nate Smith

TYSON SMITH, Director of Debate, Valley High School; B.A., University of Iowa; Mr. Smith hosts the Mid West region's largest debate tournament; his teams have participated in the late elimination rounds of every major national tournament; as a first year coach, Mr. Smith sent team members to the NFL National Tournament; member of the National Debate Coaches Association; former debater.



Aaron Timmons

AARON TIMMONS, Co-Director of Debate, The Greenhill School; B.S., Lamar University, NFL national champion, policy debate, coached many NFL champions; key coach Barkley Forum for high schools, Blue and Green Society Glenbrooks, Coach of two national sweepstakes awards, charter member of the NDCA.

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DANIELLE WIESE, Debate coach and Ph.D. candidate, University of Iowa; member A. Craig Baird Debate Forum; former director of debate, Illinois State University; coached NDT qualifiers and teams to late elimination rounds; former debater, Wayne State University and Michigan University; two NDT appearances and numerous debate and speaker awards; former high school debate coach, Henry Ford, II High School; coached state champions.



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THE D G E

DEBATING AGENT OF ACTION COUNTERPLANS (II): ARGUING CONGRESSIONAL DELEGATION

by David M. Cheshier

Several months ago I wrote about the so-called "Morgan Powers" and executive order counterplans, and offered some advice for researching and debating them. In this essay I focus on the issue of congressional delegation, which references a somewhat complicated literature and one considerably larger than either the Morgan Power or EO positions. The "delegation/non-delegation" debates are alive and well (maybe more than ever) in legal, rational choice, political theory, regulatory, risk analysis, and historical scholarship, and range from highly technical discussions of decisionmaker preferencing models to abstract (and highly quotable) discussions about the implications of delegation for the American democratic project. As such, the delegation/non-delegation position is increasingly popular in some parts of the country as an all-utility generic on the privacy topic, especially winnable when the affirmative takes a clear position about who implements their plan. Because the Congress has historically delegated a vast amount of its decisional war power to the Pentagon and the President, there is some likelihood these issues will be debated again on the new "weapons of mass destruction" policy debate topic.

What Congressional Delegation is All About, & Why It Matters

The American Constitution specifies which branch of government controls each specified area of authority. This system of separated powers means the Congress is (among other responsibilities) charged with raising and regulating armies, overseeing executive branch activity, controlling public finances (the so-called "power of

the purse"), while the President can declare war, enforce laws, negotiate treaties, and veto legislation he finds objectionable. Although the separation of powers doctrine is a hallmark feature of American constitutionalism, much emulated worldwide and undoubtedly a major explanation for this government's systemic stability, over time the evolution of governmental responsibility has challenged the division of labor enacted by the Framers. The presidency of Franklin Roosevelt saw a vast expansion of the federal government's bureaucratic power, a shift in which the Congress has become complicit despite the risk of giving up too much of its rightful authority.

Because the constitution is so explicit in laying out the division of labor, the Congress cannot simply stand aside and permit executive branch bureaucrats and political appointees to assert authority not explicitly granted them. Instead, the Congress must, by act of legislation, explicitly "delegate" its power to the executive and his appointees, since the Constitution plainly gives Congress the right "to make all Laws which shall be necessary and proper for carrying into Execution" their powers.

Why Delegation Might Be Good.

Although it seems unusual that Congress would voluntarily agree to give up its power to someone else, there are actually many good reasons why it regularly does so. While the Congress is institutionally skilled at providing oversight, it is ill-equipped to create detailed regulatory schemes for circumstances of uncertainty requiring quick and flexible reaction. The Congress moves slowly, and so in the area of warring, to take one example, it wouldn't make sense to confine battlefield commanders to instructions from the world's slowest debating society.

Congressional delegation is also apparently justified when the institution cannot find a way to take decisive action on critical issues. The best example of this may be the delegation process Congress authorized for dismantling military bases. With the end of the Cold War, base closures were an obvious target of budgetary savings opportunity. But while all agreed in the abstract that "bases should be closed," no individual member wanted to give up the base in her or his district, or suffer the wrath of a colleague by putting their base out of business. When then-Secretary of Defense Dick Cheney, now the nation's vice-president, recommended that all the closures

occur in Democratic districts (his thinking: if Democrats want a peace dividend, let them pay for it), the reluctance to act was made even greater. The result was policy paralysis, where all could see the right outcome but few had the political courage to embrace it. To break the logjam of legislative inaction and achieve some of the \$5-6 billion in potential savings, Congress "delegated" its authority to decide base locations to an independent commission, agreeing to vote up or down on whatever entire list of closings the commission recommended, without amendment. The bases got closed (the votes have been close to unanimous in subsequent years) and the Congress took final responsibility for the outcome without appearing to single out members for district-by-district retribution.

Delegation can be defended on other pragmatic grounds. One advantage to shifting decisionmaking power to administrators is that it lets Congress off the hook for making major all-or-nothing decisions favoring one party over another. Delegated authority typically permits more nuanced outcomes than are possible with the blunter instrument of specific legislation, and arguably the public interest is better served as a result. And this greater nuance in approach does not entirely exclude Congressional oversight, for after all, regulatory policies are often changed when Congressional overseers hear from angry constituents and demand different implementation.

There is a healthy debate regarding the extent of delegated powers. Some scholars accuse the Congress of having given up too much authority to the president — among these is Louis Fisher, who recently distinguished between delegation and what he derisively called "abdication" ("War and Spending Prerogatives: Stages of Congressional Abdication," *St. Louis University Public Law Review* [2000]). "Rational choice" scholars, whose theories of congressional behavior start with the assumption members will first and foremost act in ways designed to win reelection, see excessive delegation as the natural consequence of members' individual behavior, where representatives occasionally (or even inevitably) prefer their own electoral self-interest at the expense of the institution's prerogatives.

Delegation and Democracy. The major argument against delegation is that when the Congress turns its power over to unelected bureaucrats, it does damage to American democracy (this is Fisher's final

concern, but is also widely discussed in the literature). The noted constitutional scholar Theodore Lowi has called the practice "legiscide" (Lowi, "Two Roads to Serfdom: Liberalism, Conservatism and Administrative Power," *American University Law Review* 36 [1987]: 295). Others, concerned that the original constitutional framework not be subverted in any way, defend the "rule of law," another common theme in this literature.

Whether the democracy concern is well justified or not comes down to several factors. One is the question of whether the public's interests are best served by the Congress or the President. While the Congress is the "people's house," and while members of the House stand for more frequent election and represent more specific constituencies than the President, the U.S. President is also publicly accountable in ways the average member of Congress is not. Some scholars argue the situation is mixed; as one said, "the Presidency may be more capable of fostering public dialogue about certain programs, but may have incentives toward autocracy in other areas of decision making" (Douglas Williams, "Congressional Abdication, Legal Theory, and Deliberative Democracy," *St. Louis University Public Law Review*, 19 [2000]: 76). Which is to say, "it all depends."

Or does it? While one can theoretically compare congressional to executive action, in fact the issue is almost never one where the President of the United States visibly takes over program control on a day to day basis; nor can we usually talk credibly about Senators or Representatives exercising close oversight. Instead, the more accurate comparison is between oversight conducted by congressional staffers and oversight provided by executive branch regulators. Jerry Mashaw has argued that delegation has produced a system where "most public law is legislative in origin but administrative in content" (his 1997 book is *Greed, Chaos, and Governance: Using Public Choice to Improve Public Law*; this quote at p. 106).

For other commentators, the democracy issue comes down to voting behavior. That is, if delegation so obviously undermines public accountability, we should expect to see voters backslashing against members who support vague laws delegating too much authority. Obviously we don't. David Schoenbrod claims this is so only because delegation is a form of electoral hoodwinking, where the Congress seems

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to be acting but where the mechanics of their action are shielded from view (see his 1993 book *Power Without Responsibility: How Congress Abuses the People Through Delegation*). Whether he is right or not, it is hard to see how democracy is undermined when voting behavior continues to support pro-delegation members. It is perhaps even harder to imagine the public would pay more attention to public policy debates if the Congress delegated less by writing much more detailed legislation.

The "rule of law" concerns are more difficult to judge, and sometimes advocacy of the separated powers regime can sound more nostalgic than relevant. But a serious claim lurks beneath even the more extreme rhetoric: defenders of separated powers oppose delegation because it basically performs an end-run around a carefully planned process for public deliberation and compromise. And in an age where the government employs literally hundreds of thousands of regulators, it would be impossible for even well-intentioned members of Congress to competently perform their oversight function.

In response, defenders of delegation argue members of Congress are operating exactly as the Framers would have expected. After all, the arguments for Constitutional ratification made in the Federalist Papers explicitly defend the new structure as well-designed precisely because it relies on members of Congress to act in their own self-interest, and on behalf of their constituents' self-interests. If delegation helps to better "bring home the bacon" by producing more flexible policy outcomes, so much the better.

Delegation & the Courts. For the most part, instances of Congressional delegation have not raised actionable legal issues, and so the courts have largely allowed delegation to continue without interference. In fact, until Roosevelt's New Deal legislation, delegation was hardly debated at all by the courts, including the Supreme Court. Part of the reason for this is that congressional power was itself narrowly defined; and if the Congress had little power in the first place, delegating it to the executive branch was unlikely to raise problems.

In judging whether delegations have been appropriately enacted or not, the Supreme Court tends to still rely on a three-part standard laid out in many cases, including *Industrial Union Department (AFL-CIO) v. American Petroleum Institute* (448 U.S. 607, 1980). There, Justice Rehnquist

explained these three functions of the so-called "non-delegation doctrine": (a) The courts should act (in delegation cases) to ensure the most important decisions are being made by the Congress, (b) When delegation occurs, the Congress must plainly instruct regulators what "intelligible principle" should guide their administrative decisions, and (c) Regulatory action in instances of delegation must be found "reasonable" when held up against this "intelligible principle." In this famous case, pertaining to the regulation of benzene, the Court ruled that OSHA overreached its delegated authority when it issued rules outlawing all benzene use in industrial production.

Beyond these general criteria, federal law and judicial precedent hold agencies accountable in many other ways. The courts routinely require that regulatory bodies implementing delegated power do so "rationally" and "without discrimination." And the Administrative Procedures Act, adopted by Congress, lays out extensive oversight guidance stipulating the need for "substantial evidence" and the avoidance of regulating in an "arbitrary and capricious way." It is also true that when the Congress delegates, it usually layers the grant of power with detailed procedural requirements. In delegating military base closures, for instance, the implementing law got so particular, it even specified how many commission members could have ever been employed by the Pentagon (answer: no more than half). And in one of the most influential nondelegation cases of recent times, *Chevron, U.S.A., Inc. v. Natural Resources Defense Council* (467 U.S. 837, 1984), the Supreme Court found that when courts review regulatory decisionmaking, agency action should be presumed legitimate unless it specifically flaunts legislative direction or is otherwise "unreasonable."

Because the Supreme Court has not until recently vigorously enforced a non-delegation doctrine, the reach of federal regulation has become extraordinarily large, literally touching on the consumption patterns of every American, down to the smallest purchase and workplace behavior. In fact, the typical invocation of nondelegation by the courts today usually does not strike laws because the Congress overdelegated, but because agencies fail to interpret statutes in narrow enough ways. As Williams put it, "the maturation of administrative law has thus provided an environment in which courts have made a general peace with

broad congressional delegations of authority" (Williams, 2000, p. 97).

How the Delegation Literature Suggests Counterplan Ground

Delegation issues are fairly common on some of the major issues raised by the privacy resolution. The landmark legislation which has finally produced expanded privacy protections for American medical records used a process of delegated authority: the Congress delegated power to craft specific records rules to the President, although the grant of power was conditioned on a failure of the Congress to act within a certain time frame. Unsurprisingly, Congress failed to meet its own deadline, which empowered the Clinton Administration to propose and then approve a strengthening of medical records laws. In another context, the development of the famous "Don't Ask, Don't Tell" regulations governing the service of homosexuals in the military, the President attempted to use delegated power but was constrained when the Congress acted decisively to sustain the ban on gay and lesbian service, something akin to delegation-in-reverse.

The most common use of the scholarly delegation debates I've reviewed here has been when negative teams counterplan against cases modifying executive agency policies. To take just one example, some debaters are defending an affirmative this year which has the Federal Aviation Administration (FAA) cancel its efforts to "profile" dangerous travelers, a policy which appears to single out Arab-Americans for discriminatory treatment as they move through airport security checks. Getting rid of this program would restore the privacy rights of minority group members who fly (that is, they wouldn't be unjustifiably searched so frequently). The question is: how will the plan be implemented? If the plan simply has the FAA rescind its own program, the negative might counterplan by having the Congress rewrite the authorizing legislation for the FAA to specifically cancel this program or phase out its funding. The obvious force of such a counterplan is that it lets the negative solve the harms specified by the affirmative (discrimination, etc.), since whether the FAA does it on its own or under Congressional order, the profiling stops. In fact, the counterplan might claim to solve even better than the plan, since an order originating from outside the agency is more likely to be enforced than one initiated within the same chain of command that began the program in the first place. But the counterplan

also achieves the advantage of reducing delegation, since it essentially has the Congress take back its authority to regulate air travel. By implementing the plan through Congressional action, the counterplan can claim to help restore democracy and the rule of law.

There are circumstances where the delegation counterplan can be run the other way, although this has been less common in privacy debates. Were the affirmative to have the Congress pass a law expanding privacy protections on the Internet, for instance, the negative could counterplan by having the Congress simply pass vague framework legislation to be implemented by the Department of Commerce. That is, the counterplan is an act of delegation. The net benefit story for such a counterplan would be to read pro-delegation evidence, perhaps claiming that administrative flexibility is necessary given the fast-developing world of E-commerce, with a business confidence impact.

As can be easily seen from these examples, and as is true with most of the popular agent-of-action counterplans, a lot depends on how the plan is written and defended. Teams who are called upon to specify the process of implementation, and most are, must decide which side of the delegation debate they want to defend.

Some Issues to Remember When Debating Delegation

I close with three pieces of advice for students debating or defending the delegation literature, all of which focus on strategic and net benefit concerns. A closer reading of the literature will produce many more insights regarding the strengths and weaknesses of these counterplans.

A first issue centers on the benefits of delegation. I recommend that you *think through the likely real world consequences of delegation*. In several of the debates I've heard students read, and their opponents unthinkingly accept, net benefit evidence that rolling back delegation would enhance democracy by empowering the Congress relative to the President. As I've mentioned, this claim seems reasonable given the prominence of the democracy argument in the literature. But one needs to think through the likely actual consequence of slight delegation retrenchment. One is suggested by Doug Williams, who argues that Congressional specificity in law-drafting would not shift power back to Congress,

but only over to the courts. He explains it this way:

We enjoy a common law system in which nice adjustments to legal obligation are made by distinguishing factual predicates. In light of that practice, it is unlikely that a reinvigorated nondelegation doctrine would squeeze discretion out of the system. It is much more likely that the discretion would be shifted from the (usually) highly visible and indirectly accountable (via presidential accountability) agency proceedings to less visible prosecutorial processes and largely unaccountable judicial processes. It is hardly clear that, given the enormous discretion enjoyed by prosecutors and the courts — particularly on matters of remedy — that a vigorous nondelegation doctrine would accomplish any of its recognized purposes. (Williams, 2000, p. 92)

Or, as he puts it a bit later in the essay:

Assume counterfactually that all possible discretion could be eliminated through precisely worded statutory mandates addressed both to administrators and the courts. Would the result comport with basic democratic aspirations? Hardly. The likely result would be 'wonderfully wooden administrative behavior,' which, 'on that ground alone would be highly objectionable.' (Williams, 2000, p. 100)

If Williams is right either way, the democracy net benefit claim is turned: if strengthened nondelegation shifted power to the courts, the least accountable of the branches, or to straitjacketed regulators now unable to respond with flexibility to local circumstances, we would be worse off than before.

A related point is that debaters on the affirmative, when they are defending delegation, should *carefully scrutinize the marginal net benefit claims made for the counterplan*. Students should nail down the excessive democracy and separation of powers claims they will hear from their opponents. Remember, the current context of American administrative law assumes a broad acceptance of delegation; the nation now works under a vast regime of delegated administrative rulemaking. In such a context, it simply strains credulity to say that one specific instance of nondelegation (namely, the counterplan) will roll back this ocean of accepted delegation, producing democratic renewal. There is no reason to believe single a motion a trend of renewed

commitment to the oversight function. Nor is there any reason to believe the courts will read the counterplan as setting a nondelegation precedent.

Of course, smart counterplan advocates will reply with some version of the now-standard rhetoric: "The counterplan totally captures the benefits of the case, 100%. And so, even if you think the democracy/SOP benefits are slight, they tilt the net benefit calculus our way. Any risk of enhanced democracy justifies voting for the counterplan." But in the context of this constitutional issue, there is no reason to believe the democracy benefits claimed from abstract evidence provide any linear advantage for the counterplan. In a world where literally millions of decisions have been delegated from one branch of government accountable to the voters (Congress) to another also (but perhaps less) accountable branch (the President), the decision not to delegate one plan will make no practical oversight difference whatsoever, and implicate the broader democracy/SOP benefits in the most vanishingly, infinitesimally small way. Debaters need to say so, or they will surely suffer the consequences of the standard "tiebreaker" rhetoric.

It follows from these facts that the burden of proving the particular benefits of delegation in a specific instance fall on the advocates of the counterplan. As Dan Kahan put it, we must "ask not which conception of democracy and corresponding position on delegation are 'best' in the abstract, but which make the most sense in a particular regulatory setting, given the values and interests at stake there," which is to say "whether delegation is desirable is decided locally, not globally" (Kahan, "Democracy Schmocracy," *Cardozo Law Review* 20 [1999]: 804). Counterplan advocates simply cannot be allowed to pontificate about the general marvels of democracy; the burden is on them to prove that in this particular setting (say, the FAA) non-delegation produces specific policymaking benefits.

Can the nondelegation debate be avoided simply by writing a vague plan? Emphatically no! In fact, excessively vague plans are the most vulnerable to delegation challenges, since they arguably embody the most dangerous forms of Congressional abdication. Here is an instance where plan specificity is beneficial: the more specific the plans delegation (that is, the more carefully it instructs the relevant agency regard-

(Cheshier continued to page 82)

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Carla McKenzie	Pawhuska	New Teacher Coordinator
		Beginning IE Coordinator
Paulo McConnell	Marlow	Women's Security (Session II)
Judith McMasters	Bishop Kelley-Tulsa	Advanced IE Coordinator
Jeanne DeVilliers	Sapulpa	Beginning LD Coordinator
Brit McCabe (Dorm Dad)	Bishop McGuiness-OKC	Intermediate LD Coordinator
Liso Bornett	Carroll-Southlake, TX	Advanced LD Coordinator
Gregg Hartney	Jenks	Beginning CX Coordinator
Michael Patterson	Guyman	Intermediate CX Coordinator
Ann Turpin	Grapevine, TX	Advanced CX Coordinator
Bill McKenzie	Pawhuska	Extemp Coordinator
Marge Franklin	Lawton	Men's Security
Phyllis Morgan, R.N.	Muldrow	Women's Security (Session I)
		Camp Nurse

SENIOR CAMP STAFF ♦ SESSION I

Niki Alderson	Muldrow	Sue Moore	Cheyenne
Michael Blazek	OSU	Janet Nobles	Bixby
Charlene Bradt	Alva	Jennifer Ookley	Oologah
Marvin Buben	Empire	Amanda Oliveras	Bishop Kelley-Tulsa
Keith Denslow	Holland Holl-Tulso	Jason Paris	Woodward
Coral Duffee	Mannford	Jim Ryan	Norman North
Kathy Elerick	Cordell	Debbie Savage	Cloemore
Jennifer Fulton	Hinton	Corrie Scott	Duncan
Gill Gupta	Shawnee	Ann Turpin	Grapevine, TX
Gregg Hartney	Jenks	Shonna Vandivort	McCloud
Kim Hayes	Connors State	Gory West	Grove
James Lester	Talihina	Kirk Wilson	Cameron University
Jennie Lynch	Turpin	Doug Withlam	Cushing
Janis McNutt	Latta-Ado	Peggy Worden	Durant
Jason Mitchell	Garden City, KS	Cosette Wymer	Fairview
Katrina Mitchell	Willow Springs, MO	Vera Yirsa	Grove

SENIOR CAMP STAFF ♦ SESSION II

Michael Blazek	OSU	Amanda Oliveras	Bishop Kelley-Tulsa
Charlene Bradt	Alva	Mory Beth Patterson	Putnam City
Fred Collins	Lone Grove	Russ Tidwell	Garden City, KS
Keith Denslow	Holland Holl-Tulso	Justin Walton	Cameron University
Richard Glover	Dallas Episcopal	Shawn Watts	St. John's College
Beau Justice	Charles Page	Jason Wilson	Cameron University
Robert Lawrence	OSU	Jeonie Wilson	Springtown, TX
Kelly Mader	Denison, TX	Kirk Wilson	Cameron University
Jason Mitchell	Garden City, KS		

BROADCAST STAFF

Steve Adams	Cameron University	Moff Jenkins	Cameron University
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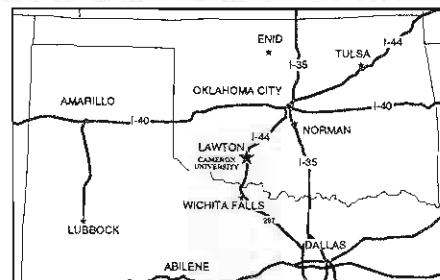
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JULY 8 - 13, 2001

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Division II:	Advanced Individual Events
Division III:	Beginning LD Debate
Division IV:	Intermediate LD Debate
Division V:	Advanced LD Debate



CAMP SESSION II

JULY 15 - 20, 2001

Division I:	Beginning Team CX Debate
Division II:	Intermediate Team CX Debate
Division III:	Advanced Team CX Debate
Division IV:	Beginning LD Debate
Division V:	Intermediate LD Debate
Division VI:	Advanced LD Debate
Division VII:	Extemp
Division VIII:	Beginning Broadcast-Radio/TV
Division IX:	Advanced TV Field Prod. & Edit.

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Tony Allison, Camp Coordinator
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THE URBAN SPEECH TEAM

HAVE PROBLEMS? APPLY HERE!

by
William C. Thomas

Chapter VI

One of the reasons Hamlet is so fascinating is that he is both an adult and an adolescent and he plays both roles admirably. He is an adolescent with Ophelia, whom he can manipulate and flatter and write gawky poetry to; he is an adult with Gertrude, Claudius, and Polonius, whom he sees as authorities undeserving of their titles and rank. He treats them with all the contempt a passionate adult can muster.

Hamlet and the Speech Team at Millard Fillmore have a lot in common, especially when it comes to rules for behavior versus reality.

The student will be punctual for all classes, the rules say, or receive a referral for detention, served during lunchtime. If the student fails to go to detention, the teacher will contact the counselor, who, after the third absence from detention, will notify the home. A parent-teacher conference will then be arranged and the student, teacher, and counselor will all decide the consequences of the student's misbehavior...

This directive, put together by a sincere committee of teachers and administrators, is something most students at Fillmore openly defy because they already know that the amount of work involved on the teacher's part is superhuman and is likely not to get done. What teacher is going to sacrifice teaching time to fill out a bunch of referrals when students trickle in? What teacher is going to check on whether a student has served detention? What teacher is then going to arrange a conference with a parent and the counselor? The time commitment is not only overwhelming when dealing with five or more tardy students per class; its implementation is ridiculous.

"Could I have a tardy referral, Mr. Thomas?" Chris asked me sincerely after he'd wandered in, ten minutes late. "I want to see if the policy works."

I was reluctant to give it to him because I did not want to call attention to myself and I certainly did not want to appear in defiance of school rules.

"Could I please have one, Mr. Thomas, please?"

I denied it. I already knew that the car his family owned had four bald tires and getting to school in the snow in early November was similar to a roller-coaster ride. That he'd arrived at all was enough for me, and I was willing to dismiss his tardiness because of weather.

"Can I ask, please, sincerely, Chris, why you would want one of these?" I opened my middle desk drawer where the referrals lodged, and pointed to them.

"Because I want to test the system," he said sweetly. "I want to go through the whole process and be suspended from school for being ten minutes late for first hour. Then I want to hire a lawyer my mother knows and take it to the Principal. Could you imagine a student being suspended for being ten minutes late on a snowy day when the roads are bad?"

Because I understood Chris' motivation, I laughed; not because he was openly defying school rules, but because he was testing them to their logical limits.

I deal everyday with a bunch of Hamlets. Their experience may be that of fifteen through eighteen year-olds, but their analytical skills far surpass that of many adults.

They take the road of analysis, and try to ford the creek called "rules" and come back with proof of a lack of thought on the parts of those who make rules.

I really cannot blame those who make rules. They want a school resembling the ideal high school of 1968: A place where students did as they were told, studied hard, mastered Calculus and Physiology, wrote beautiful essays, and were accepted to the "right" universities. Their thoughts are that if a complete policy can be written and implemented, test scores will go up, students will succeed in their studies, and the entire school will be better for it.

Fortunately or unfortunately, the students won't buy into it. Many of my population come from homes where they're the primary breadwinners or where they're

budgeting the monthly AFDC check and figure the amount of money to make the rent at month's end. With such realities, rules about tardies seem to pale.

"I just want to test the rules, Mr. Thomas," Chris continues. "I want to see if they'll deny me an education if I'm tardy for class."

"Don't," I tell him shortly. "It will merely make trouble for you and more trouble for me. The Principal knows you're a luminary of the Speech Team and she will suspect that I have had something to do with your protest, especially since it would be the first tardy referral I'd filled out all year."

"It would be the first?" He seemed delighted. "Oh—do it! Do it!"

"No." I looked at him carefully. "I'm quite satisfied to accept a student's explanation of why he or she's tardy. Most of them are legitimate. And you already know that I jump on the students who nip out for a cigarette."

He nodded. "So I can't question it?"

"Please don't."

I want to be very clear here: Even though I may question school policy, I do not defy it. Like most teachers and staff, I use it to enforce order. Because I know most of my students and their parents and their circumstances, I can accept a certain lateness without being rigid. If I were rigid, especially with the above policy, I would have no time to teach.

Melinda, Candy, and Amanda came in to class about ten minutes late on Wednesday. I figured there was a locker problem and told them they were forgiven. They all came in late ten minutes on Thursday as well. I reminded them of school rules regarding tardies. I also told the three of them that I wasn't about to excuse their behavior if they were grabbing a quick cigarette.

When the three girls showed up on Friday ten minutes late, I had the referrals already made out. "I'm sorry ladies," I told them, "but you've taken advantage of my good nature too often. You must be on time

for class as I am." I handed them the referrals.

Candy threw hers on the floor. "This is _____," she said.

I picked it up. "You refuse it?" I asked.

"It's bull _____," she repeated.

"It's school policy," I said mildly. "Do you refuse to take it?" I proffered it to her. "_____ you."

"Okay," I agreed affably. "Go to the Disciplinary. I'll send a note later."

She looked at me. She was a senior. She thought she was special. She realized she wasn't. "Look, Thomas, I—"

I shook my head. "I want you to go to the Disciplinary's Office now," I said evenly.

"Then this is _____ bull _____!" she announced as she strode out of the room, banging the door behind her.

Both the other girls looked concerned as they accepted their referrals and asked where they would serve detention at lunchtime. I told them.

I called Candy's dad at his machine shop. He's an old Led Zeppelin fan and listens to Pink Floyd. He also enjoys a lot of Who songs that I know. "Bud—Candy lost it today," I began.

"How?"

"She told me that my marking her tardy was _____ bull _____."

"Too big for her britches?"

"Yeah."

He laughed.

"Well, I sent her down to the Disciplinary's Office after she cussed me out. I don't know if she ever got there."

"See that she gets there. Give her time to stew. She'll do her time, Mr. Thomas."

"Cool. I know. Take care, man."

I rung off.

The next day, Candy served her lunchtime detention. Amanda and Melinda served theirs the day before. I never had problems with their tardies for the rest of the year.

Although I might question the policies of the school, the relationships I keep with the parents of my students usually takes care of the students' behavior. My classes are usually well-attended and those students who wish to pass, attend. Those students who could care less are usually gone by second semester.

The Problem with Steadfastness and Arbitrariness in Teachers

Yet, because my students, taught to

analyze motivation and choice of wording in everything said to them, usually are able to tell when hypocrisy is being employed. Their outrage is usually not logical and their irritation usually lands them in more trouble, but their sense of when they are being lied to is unquestionably accurate.

"I told Mrs. Maycomb that she was lying to me," Amanda told me pleasantly enough. Her ears were red and her blonde hair looked like it was standing on end. She was troubled. "Mrs. Maycomb had given me make up work for the time I was sick and told me how to do it, then she gave it a failing grade."

"Why did she give it a failing grade?"

"I don't know," Amanda replied with difficulty. "I did all the problems correctly and I got it in on time, but she told me that I'd been absent from her class too many times—"

"You got it in on time, you did it correctly, and you were failed because of excessive absences?"

"That's what she just told me."

"Did she inform you of that policy at the beginning of the year?"

"Not that I recall." Amanda took her seat. The class began and a few minutes after the bell rang, one of the security guards appeared, asking that Amanda accompany him to the Principal's Office.

There, according to Amanda, were the Principal, Mrs. Maycomb, and the Assistant Principal In Charge of Discipline. Mrs. Maycomb, who had demanded the meeting, was outraged that Amanda would question her grade and wanted an apology.

Amanda did not apologize. Instead, she asked whether or not Mrs. Maycomb had imposed an attendance policy and then asked why it was not made plain to the students. Amanda had only missed five days in a six-week period from Mrs. Maycomb's class; most of which was spent in hospital because of an infection. Amanda had done all that was asked of her for her absence and she had done it well. Was Mrs. Maycomb not at fault for imposing an arbitrary rule at the last minute?

Amanda was promptly suspended and in the parent conference before her reinstatement, she was asked about her "insolence toward Mrs. Maycomb."

"It wasn't insolence," she answered. "I wanted to pass and I asked why I wasn't allowed to. That's all."

"You called Mrs. Maycomb a liar."

"Well, she is. She didn't tell me that I'd fail this first grading period, no matter

what I did, because I had five absences."

"You will apologize to Mrs. Maycomb for calling her a liar."

"Even if she is?"

Amanda's parents rolled their eyes, offering her little support. Because of that, she gave in. "Okay," she said quietly. "Okay."

"But she lied to me!" Amanda insisted.

"So?" I asked. "Are you going to face suspension again?"

"No."

"Have you learned anything?"

"Yeah. That I'm wrong because I'm a student."

"Judge's decision is final," I told her. I didn't like it, either. The only reason Mrs. Maycomb was allowed to act like that was because she had been a fixture at Fillmore High School since 1960 and had friends in high places who condoned her arbitrariness, regularly praising her for her "adherence to values." In a faculty meeting once, the presenter pointed to Mrs. Maycomb as "an example of honest, straightforward teaching," and had recommended her example to all of us.

"Yeah, If you like to fill out forms all day and believe Eisenhower's still President," one of the counselors quietly remarked.

But, like Hamlet, a number of my students manage to cause discomfort and they do through sincerity. Again, this sort of behavior is not encouraged or suggested but the tools of debate and extemporaneous speaking, which are taught and absorbed, become useful in many situations.

Amanda, upon her reinstatement, turned her paper in at hour's end in Mrs. Maycomb's class, and said, in a loud voice that she knew would carry throughout the classroom: "Oh—Mrs. Maycomb! I'm sorry I called you a liar. I hope that this paper and the makeup work you give me will keep my grade up this marking period because I want to pass this class so much! I didn't know that five absences during a six-week marking period, especially since I was in the hospital, almost dying from infection, would result in my grade being lowered, but I'm sorry that I called you a liar anyway. What I should have said to you was that you were right and that even though I could have died instead of going to the hospital, attendance was important. If I didn't attend this class regularly, I don't know where I'd be. Probably dead. I'm so sorry I called you a liar, Mrs. Maycomb."

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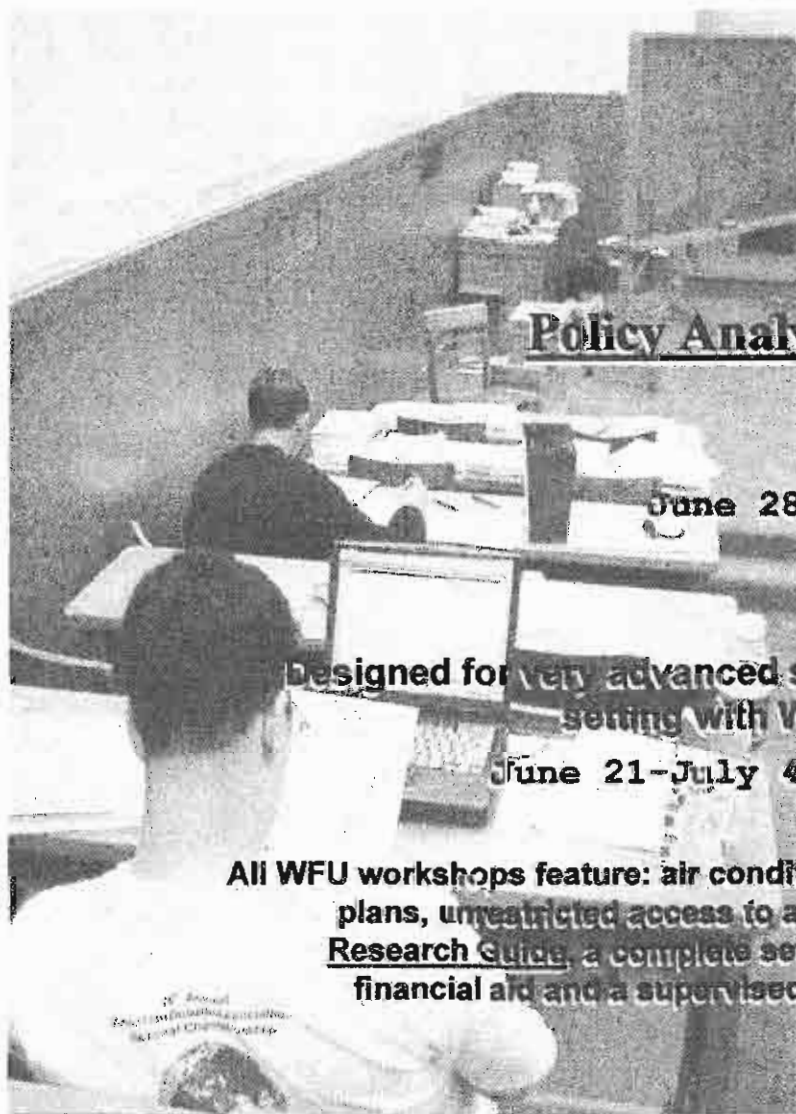
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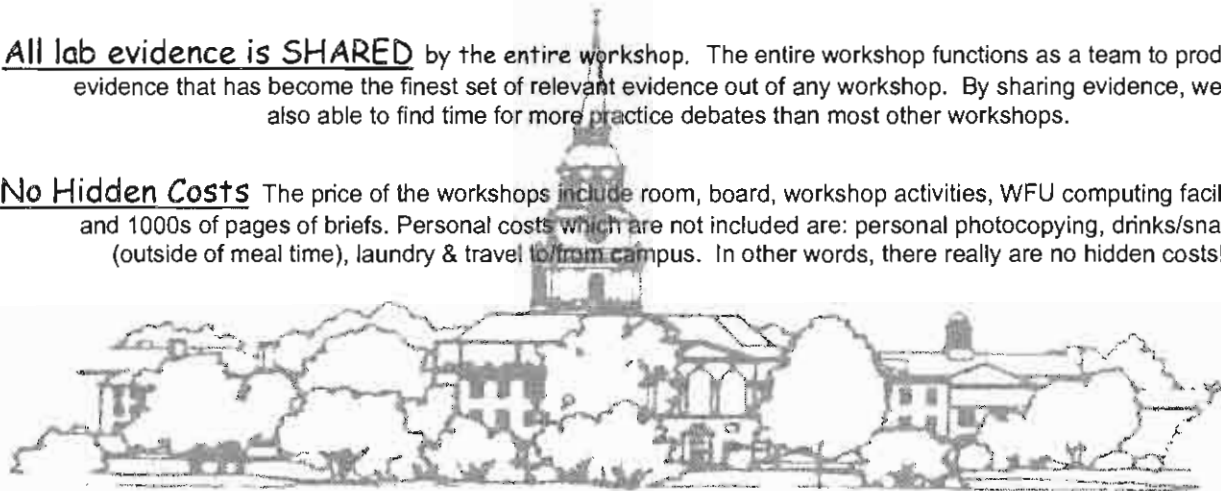
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Amanda passed Mrs. Maycomb's class with a C and went on to Trigonometry and Calculus, where the teachers weren't quite as arbitrary. She passed both courses with A's.

In the best tradition of public speaking, Amanda had shown her opponent to be weak and unjustified. She had also shown the fallacies of her opponent's argument and had also questioned her opponent's character. While character is usually not an issue in debate, the rest of the logical construct is.

"See me," The Principal's note read.

"You cannot teach the students these things!" I was told.

"Logical fallacies?" I inquired. "Analytical thought?"

"But where did Amanda learn to do this?"

"My class," I replied. "I teach debate strategy and question motivation. It's part of the curriculum."

"Are you teaching students that they can get away with this?" She demanded.

"What has she gotten away with?" I answered quietly. "Nothing. Amanda was respectful and she apologized. What more can you ask?"

"This will look bad in your file," she warned.

"I did not prompt the student; nor did I tell her what to say. It was her own," I returned. "If you want to put this in my file, please let me see the letter before you do. I have done nothing any schoolteacher worth his title would do."

And maybe, just maybe, the Speech teacher is a sort of Hamlet himself...

DOES ADOLESCENCE SMELL?

Henry was "needy." He was a chubby, freckle-faced, crewcut-headed fourteen year-old who latched onto me because I accepted him. I also told him the truth.

"Could you—I don't know how to put this—" The Dean of Girls hesitated, flipping the pages of a memo on her desk, staring at it. In all her twenty years as an administrator, she'd been given a task that was truly uncomfortable, that couldn't be solved by a phone call to parents or a reprimand to the teacher. "Could you—" she breathed heavily. "Could you tell Henry Culloden that his body odor is so bad that he cannot be in class?"

Her face revealed desperation. Her movements were almost comical. She'd read Henry's file before I saw her and she knew

he'd been literally carried out of Math class by two brawny Phys. Ed. Teachers in seventh grade because he was beating another student senseless. She knew that he had been suspended from school a few months earlier because he busted a car window with his fists when the car owner taunted him. She imagined what Henry would do to her if she told him that he stank.

I almost laughed aloud. I thought of the book, *The Cross and the Switchblade*, in which the pastor approaches known thugs with his message and is respected for his honesty. Henry already knew I'd be honest with him. Because he respected my honesty, he'd sulk for a minute then ask me how to do the "right thing."

"Tell me, Ms. Del Rios," I asked sincerely, "how important is this?"

"If it's disrupting class," she said imperiously, "it's very important!" That sort of attitude stirs me to greater effort with some administrators who have been out of the classroom for twenty years or more and who have no idea that mere smells are not as disruptive as wounded dog acts, which Henry was very good at.

"Hmm," I seemed lost in thought.

"Well," I offered, "if it's that important—"

"Yes?" she said eagerly.

"—If it's that important, I suggest you tell Henry. From what he told me of his middle school days, the only people he paid attention to were the Principal and the Assistant Principals. Mere teachers didn't matter. I'm just his speech coach." With that, I thanked her and departed.

I certainly could have told Henry. I wouldn't have been delicate about it but would have told him directly why he was banned from class, then given him directions as to how to solve the problem: Directions he could understand.

What irritates me about a situation of that nature is that the administrator wishes to shove the responsibility off onto the teacher, thereby leaving the administrator blameless and comfortable. Since this particular administrator made twice the money that I did and I had never seen her do anything to further the educational progress of the students short of making sure that their attendance was correct, I figured that she could deal with this problem. She'd retire in a month, anyway. She might as well have some excitement before it.

Henry looked crestfallen as he made his way to the loading dock, where I was grading papers. It was my planning period and I was hoping to make a sizeable dent in

them so I could enjoy my evening at home with my son.

"There were two cops in Ms. Del Rios' Office when I saw her just now!" Henry announced in his loud, wounded elephant voice that always seemed on the verge of cracking, and she told me—

"That you stink?"

He nodded, and proceeded to grip the bars of the loading dock rail, trying to uproot it. He kept trying as we talked. I knew he was listening to every word I said and I knew that he would cry if he wasn't occupied with some meaningless activity.

"Do you have laundry soap at home, Henry?"

"My mom does the wash."

"Do you take a bath every day?"

"You know I do. I told you; in November!"

"Gosh! I forgot you had told me. Then, it's the clothes. Do you have laundry soap?"

"Yes!" He announced. "I have laundry soap!"

I thought briefly of writing an absurdist play about a teenager trying to remove a rail post from concrete while announcing that he had laundry soap, and continued, "Do you know how to run a washing machine? I know you are clean because your hair is always clean; so it's your clothes."

"My clothes?" He was struggling with the rail.

"Your clothes need washing. Put them in the washer. Shirt, socks, jeans, underwear. Understand?"

"Hgg—Hgg. Ummmmm." He struggled with the rail, trying to uproot the cement.

"Put them in on HOT. Understand?"

"Hot."

"Put a cup of laundry soap in. Dry them immediately afterwards."

He stopped pulling at the rail. "Will that do it?"

"As long as you wear the clothes afterwards and put them in after one wearing per day."

"Really?"

"I promise."

Since he couldn't easily re-enter school for the rest of that day, he took off for his house where he made a religion of washing his clothes. He made such a religion of it that he washed them twice and smelled like laundry soap for the rest of the week. Since no one found the smell of soap disruptive or offensive, he was allowed to

attend Algebra and fail it; Social Studies and pass it; English and pass it and endure the rest of the school year.

"I just got a very weird call," the Dean told me after I entered her office. "Henry's father said that the school owed him twenty-seven dollars for laundry soap because we'd told Henry to wash his clothes."

"Really?" I asked innocently.

"Do you know something about this?"

"Does Henry stink anymore?"

"No, he doesn't. I haven't gotten any complaints lately."

"I'd pay the man the twenty seven dollars."

She nodded as I wished her a good day....

THIEVES AMONG US

There is a sense of entitlement that some people have and it makes me seethe. It is born of the poverty of never having been challenged, academically, socially, or religiously, but, because Nature doesn't love a vacuum, it matures into a constant need for money or possessions and the victimization that naturally follows.

How very worthless it is to make those who trusted you lose any regard for you for the quick acquisition of ten dollars or fifty dollars or a leather jacket or a compact disc player. It makes you unlovable and a suspect in their eyes and it makes you lose in terms of success because you know you cannot face those people you ripped off. It is a destroyer of human character because it reveals the fragility of human trust.

Any urban teacher can point out the thieves in his/her classroom. They normally are boastful, swaggering, and they lie. They tend to blame the rest of the world for their problems and they tend to avoid anything that would reveal "honest work."

And they cover themselves so well! Their lies are designed to cast suspicion on someone else and they have little time to concentrate on their studies because they're so busy creating tales that no spark of creativity or performance is left.

And Kathy lost a coat; Melinda lost fifty dollars from her inside jacket pocket; I lost my checkbook; and Karl lost three compact discs.

I could never prove that he did it. He was cool when the Police officer questioned him and answered properly and respectfully. He was cool. He ascribed the fact that he had cigarettes to a friend from WallyandBeaver High School at the Tour-

namment, and that friend had given him smokes. God! He was cool!

But the facts are these: He was the only one all that evening who had gone, alone, to the closet where the Speech Team had put its stuff. He said he'd run into a "bum" with "long, straggly hair," who was a "substitute teacher," according to the thief. Nobody else saw the bum. Nobody else was bumming cigarettes until after the robbery was discovered.

I try to put myself in his shoes. I try to imagine what it's like to live with four families in the same apartment and a dysfunctional father, an absent mother and an alcoholic older brother. I try to imagine it and still cannot countenance stealing from people from the same background. Neither can the majority of my students, no matter how poor they are.

Suspicion is a powerful thing. Properly directed, it can lead to confession and acquittal of the innocent. In the wrong hands, it can lead to condemnation.

And, even though it is wrong from the standpoint of a just and enlightened educator who should always defend the underdog, I openly suspected that boy and questioned my colleague from WallyandBeaver High School about his "friendship" with members of her team.

It was because of that suspicion that he stopped coming to Speech Class and it was because of that suspicion, I believe, why he is at another high school now. Although no one could prove it, every suspicion fell on him because he was the only one who was in the closet alone, where the coats were kept during our own tournament.

FRIENDLY DRUGS ON THE BUS

He really meant well when he handed out what were known as "White Crosses" on the bus to the State Qualification Tournament. They were legal, found at General Nutrition Center as a stimulant, and sold by the thousands in the gallon-size jar. "They'll wake you up," he promised the other Speech team members. "He" was Joe; a friendly sort of animal whose chief contributions all year had been an oration on "Why Santa Claus Smokes Dope," and an extemporaneous speech on "Getting Drunk on Friday Night is not Helpful for the Speech Competitor." Joe had just broken up with his girlfriend and truly wanted to feel as if he were valuable. So he took a pint of the pills and handed them out to a bunch of nervous competitors, most of whom gobbled them readily.

What a wonderful treat! In an urban high school, where students regularly deny themselves narcotics, avoid food they suspect has been laced with marijuana or LSD, they gullibly listened to Joe's spiel and decided to take the caffeinated pills.

I understand that the Fillmore Speech Team made a record that night for quick performance and no chance of making the State Tournament. Poetry cuttings that normally were carefully timed for 10.6 minutes/seconds were done within three minutes; Drama cuttings of eight minutes were performed in four. Orations of nine minutes were performed in three, and in Lincoln-Douglas Debate, affirmative cases were delivered at breathtaking speed. Cross-Examination was performed with a cursory air; and the demands on the judges to try and critique these performances was extreme.

Only one orator made it to the State Tournament that year from Fillmore because of Joe's generosity and the team's gullibility.

And I didn't quite know what to do, except to report the incident to the Principal, who automatically suspended Joe from school for "distributing a controlled substance."

Besides the fact that such a scenario is just plain weird, it also points to something that I find incomprehensible in the extreme: Why did the competitors decide to take the pills? Was the idea of qualifying for the State Tournament so unusual that they figured anything would help them? Or, as I suspect, were they worried that somehow they would let me down if they did not qualify?....

WHEN ADULTS ARE QUESTIONED

If the basis of learning is a question or a series of questions, then Speech and Forensics is teaching learning because it helps shape the questions then helps with more questions once the answers are given.

But if the basis of learning is acceptance; of swallowing whole the "information" given, then Speech and Forensics should not be taught. The closest subject taught to Speech would then be Drama, where manipulation and memorization of character are taught. While learning a character can lead to questions, the questions concern the character only; not the larger picture of why does the character exist in the first place; or why does he say his lines at this time?

This is an age-old debate among educators; all of whom want to do the very best

for their clientele: Exactly how much learning is going on if a student questions authority and the motives behind that authority?

"Most students believe Miss Browne is all right and they like her; Thom," Angelica confided in me. "I can't like her because she's a liar."

"That's a pretty serious charge," I observed.

"But it's true! She teaches Chicano Literature, right, and she gets everybody riled up about Chicano rights and then she says, with her name being Wilhelmina Browne, that she's a Chicano!"

"You're kidding."

"No. It's true. I started in her class two months ago, right, and in the beginning, she said she was white-German and Irish, right, and then, more and more, she gives us articles about being Chicano; that being white is wrong, right, and that whites don't understand Chicanos, right, and that all whites are stupid, right, and that everybody should be Chicano." She waved her hands in a gesture of helplessness. "And then she tells the class she's Chicano, too!"

"Are you sure she didn't say how much she empathized with the campesinos? Are you sure she wasn't saying that she understood what a lot of her students were going through, like when they're searched at 7-11 when the white guys aren't?"

"No." Angelica shook her head vehemently. "You know I've got an idetic memory, Thom; and you know I can quote, word for word, what's been said to me—"

She had me there. That was why Angelica was such a quick study. She had the ability to quote stuff, word for word, that she'd just casually heard in conversation, retell it verbatim, and then ask about it.

I nodded. "I know. So Mrs. Browne said she was a Chicano."

"Right." It was obviously making Angelica feel miserable. "I'm white. I'm the only white in there, and while I understand the idea of oppression—my family hasn't exactly had an easy time, right—I still don't tell people I'm something I'm not. Isn't she proud of her own heritage?"

It's questions like that which rattle teachers. When Mr. Eccles, the History teacher, was asked about the "dynamic" view of History, that which is made daily and affects everyday lives, he choked. History had been a rather dead issue to him for almost twenty years and he was ready to retire; not think.

Really, Marcus and Bernie were ask-

ing the question rather delicately after hearing the long-winded lecture about the Louisiana Purchase. They both had been inspired by an article they'd read in conjunction with a debate case they were working on and wanted an "expert" opinion from Eccles.

When they had questioned Eccles enough to prove just how ignorant he was, both boys were willing to quietly return to their studies as if nothing had gone on, but other members of the class happened to realize just what had happened: The foundation on which this teacher's education rested was dangerously close to toppling because he had little knowledge of the motivation behind the teaching of History!

Because of that, Marcus and Bernie were sent to the Office for "disruption."

Alan was my student assistant during fourth hour. Part of his job was retrieving copies from the copy center, grade reports from the computer printer next to the Library, and carry class sets of dictionaries from my classroom to another classroom down the hall so they could be used by another section of ninth grade. Those duties are innocuous, usually; part of the normal routine of a school. The duties would have continued to be innocuous except that he was trying to perform them during a "no pass" day, in which teachers on hall duty and security guards were supposed to challenge any student in the halls, whether he was on legitimate business or not. "Any student in the halls on a no pass day," the memo read, "will immediately be escorted to the Disciplinarian's Office..."

And Alan, assuming that because his duties as my assistant were legitimate, was in the hall with a pile of dictionaries when a security guard stopped him and attempted to escort him to the Disciplinarian.

Shrugging after he was denied a chance to explain why he was in the hall, Alan walked with the security guard to the Disciplinarian's, where, still carrying ten dictionaries, he joined the ranks of others who were caught in the halls.

He probably would have been given a lecture and sent back to class but for one thing:

I'M AN ASSISTANT AND I CAN'T DO MY JOB ON NO PASS DAYS his crudely-lettered sign read. He had tied it with string around his neck and made sure everyone saw it.

He was suspended from school for his efforts.

"Every one of those students is a

Speech kid," a colleague fumed at me, his green eyes sparkling, "and every one of them seems to cause trouble." He was going over his class lists for second semester, and rolled his eyes whenever he announced the name of one of my poetry readers or debaters. Although the ribbing was good-natured, it spoke of a subtle fear my colleague had: That one or another of these students might question his wisdom or his classroom management techniques. What would it lead to? Anarchy?

It seldom leads to anarchy in college. It leads to further thought. What many adults fear is that somehow their authority will be overwhelmed. Honest thought doesn't overwhelm authority, usually; it only leads to more thought if the participants are willing to learn, too. Perhaps those who fear it most, like the Pharisees, are most comfortable with the status quo, which allows hypocritical statements like: "Don't abandon your standards for academic achievement, but raise the passing rate of your students" to run rampant without question and without the blinding light of truth.

Thank goodness that there are students who are still willing to question!

FUNDING

"And from everywhere, although it couldn't be heard, came the words: 'we must have more money!'" "The Rocking Horse Winner"—D.H. Lawrence

"Dear Parents,

This is an awfully hard letter to write.

At the height of our competitive season, the Principal has seen fit to stop funding the Fillmore Speech Team.

Consequently, if we are to see this season through without completely shutting down, your student will need \$24.00; paid in the following increments:

\$6.00 for the Moccasin Doubles Tournament on January 14th;
\$6.00 for the Chamois Invitational on January 28th;
\$6.00 for the Alpaea Woolgatherer on February 5th; and
\$6.00 for the State Quads Tournament at Fillmore on February 12th.

Because I realize that this is an unexpected and wholly unwelcome proposition, I am prepared, as sponsor of the Fillmore Speech Team, to pay your student's entry to the first two tournaments and consider it a loan, payable at month's end..."

This letter, composed on my school computer in the midst of end of semester grades and finals questions, filled me with despair. The Principal had not budgeted

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Natalie Huddleston, previous NFC participant

"[the staff] has an excellent knowledge of philosophy, and of debate. They were very friendly, and I was very satisfied with my experience. The learning experience was incredible."

Jack Fitzgerald, previous NFC participant

"My satisfaction with [my instructor] was great. He gave great critiques, was friendly, and he was always willing to help me with debate."

Danny Schoenfel, previous NFC participant

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- **EXPERIENCED PROGRAM DIRECTION.** The director is Russ Falconer, former coach and debater at Emory University. He will be coaching college debate next year. This year he has been working with the Urban Debate League in Waco, Texas. His competitive successes include semi's at West Georgia, quarters at Wake Forest and CEDA nationals, and 1st place at the University of South Carolina. He also works at the Stanford National Forensic Institute in the policy debate program.

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

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enough money for our season and had likely not anticipated that we would appeal it on the most basic level: To ask the parents to foot the bill.

It's unusual for an urban Speech team to take this course and very unusual for its sponsor to display such faith in the parents' ability to repay such a loan.

"Look at them!" my colleague from James Buchanan High School almost shouted at me, "Do you think they've got the cash to afford a hamburger; much less a registration at a speech tournament? You're doing something really stupid!

"Besides," she added, "Why not just stay at home and collect your coaching stipend? If the school doesn't have the money for registrations, why bust your butt?"

Why, indeed? Would it really be so bad to skip the last three tournaments, compete at State Quads, then quietly fade for the rest of the year while Extraordinary, Pierce, Occipital, and Transom High Schools continued through the State Tournament, the National Forensic League Tournament toward the National Tournament, and the National Speech and Debate Tournament all the way from mid-February through mid-June? I'd known other coaches who'd done it, who had attended a minimum number of tournaments, who had never encouraged students to sign up for Speech, and who would be overjoyed at the lack of funding because Saturdays wouldn't be compromised. They would never be caught issuing a Letter to Parents like mine, especially since they would know, like I did, that the parents would probably never repay them. That's a high likelihood, since the combined household income of most of my students barely reaches \$20,000.00 per year.

So why?

Perhaps it's because I know that the football, basketball and other sports coaches wouldn't stand for such a cut. What school would dare to stop paying for its sports teams in mid-season? I couldn't think of any. I also couldn't think of any competitors who deserved my commitment more. Their season, unlike Football or Wrestling, lasted five months; not two and one-half. That's a great deal of dedication for a high school student; especially since he gets on the bus at six thirty a.m. or earlier and doesn't return, usually, to the Fillmore parking lot until twelve or fourteen hours later. There are few wrestling, swimming, basketball, soccer, football or sport tournaments that ever last that long, unless it's for a state championship. Surely, these students who

stuck it out with me deserved my every effort; no matter how "impolitic."

I paid the minimum on my credit cards and delayed paying the utility bill because I needed to be sure I could pay the registration fees for my students, who dutifully took my letter home with them.

I've never met Mrs. DeSantiago, but I'd like to, and I'd like to thank her because she brought the entire crisis to the Principal one January afternoon.

"If I don't have the money to pay Mr. Thomas back, will Christian pass Speech? He loves the tournaments and the class is the only one that he likes here." She paused for breath. She is on oxygen and has had diabetes ever since Christian's birth. Because he's her only child, she dotes on him. Maybe the doting comes from the certain knowledge that she hasn't much time left on earth.

The Principal read my letter. It was the first time she'd seen it.

"I don't know," The Principal answered. "It doesn't say anything about that in the letter. Why don't I talk to Mr. Thomas and we'll see."

"When will you talk to him?" Mrs. DeSantiago demanded. "Could we see him now? Christian is very interested in keeping his A even though he's going to reenroll in the Wyoming School of the Arts next month, when we move."

"I can't get hold of Mr. Thomas right now," the Principal told her, "but I will see him today. As far as Christian's entry fees—consider them covered. You have my promise on that. His grade will probably stay high."

There is something painful in watching someone struggle for breath, and I imagine the Principal felt it acutely as Mrs. DeSantiago rose slowly to go home. Our society dictates that such people not be seen often in public, and here was a concerned invalid whose worries had sent her to her son's school.

The Principal had made a copy of my letter and left a note in my mailbox to "See me ASAP," which took place during my seventh hour planning period that afternoon.

There is a casualness that my students display when they've been caught at something they shouldn't be doing and that casualness washed over me as I realized I'd embarrassed the Principal with my letter, which was "impolitic" because it asked for funds without any obfuscation or flapdoodle. In short, I did not care that I'd

embarrassed her; I was fighting for the only academic team Fillmore had left. I'd committed approximately \$260.00 of my own salary to funding my students' entry fees without hope of reimbursement and I had exhausted every appeal to the Principal that was open to me. What else was left? I did not think that the electricity at my home would be cut off for want of a late payment, but I did worry about interest charges on various credit cards. I had worried about that for fourteen days; she had been embarrassed only for an hour and one-half.

"Whatever you say to me now," I said as I sank into her visitor's chair, "realize that I have considered all of the options available and have had to resort to appealing to the parents for funding. No coach wants to have his funds cut at the height of his season; especially since each season has been more brilliant than the last."

She snorted. I'd declared a certain independence that she did not like. "Please remember, Mr. Thomas, that I can remove you from your job. I am your boss."

"And I am your employee, madam," I responded courteously. "But what coach would lie down and let the funding for his program be cut?"

"It wasn't intentional. The funds that we took from your registration fees were to buy books for the Reading Program. That you, ROTC, Spanish Club and Journalism Day would use it so quickly was staggering to me."

"But we've always had funding before."

"That was before the new accounting system was instituted. Before, if we had a surplus in one area, it was easy enough to move the funds to pay for something else that needed it. Now, we have to set the budget in place in mid-July. When it's spent, it's gone."

"Oh." I pondered a moment. I was sort of enjoying the frankness that my attitude had opened up between us. She knew, for well or ill, that I was willing to go to the wall for the Speech Team, and there was no changing that. Passion has its uses, and it was obvious that I was passionate about keeping the Speech Team alive and functioning. She also knew that most teachers didn't get so excited about such classes as American History I or Composition III. "It's going to be cut?" Most teachers would exclaim, "Yippee!"

"Most elected officials," I began slowly, "when confronted by spending the public funds entrusted to them, examine the

budgets of the past five years, and place funds accordingly. In my fire district—the fire district board I was elected to—we normally figure, almost to the penny, how much money to apportion to supplies and training and equipment for the coming year, and make sure the firefighters understand how much money they have available from month to month. We've virtually removed such surprises as lack of funding."

"A fire board is different from a school—" she began.

"Not really. You're entrusted with public funds. So are we. You are entrusted with approximately \$250,000.00 per year. We are entrusted with \$1.5 million. The difference is in the apportionment."

She waved her hands. She'd lost the point.

"You could do fund raising," she suggested.

"Does Football do fund raising?" I asked. "Does Wrestling? No. Who has the time to sell candy bars and teach? Would you want to give me personal leave time to call granting committees, fill out the paperwork, and get the grant? Wouldn't that defeat the whole purpose of why I am here?"

"You could charge a fee—"

"That's the purpose of the letter," I responded.

I had her there. In Chess, they call it Stalemate.

"You used my name, Mr. Thomas, without my permission, in your letter," she said directly, once more employer to employee, "and I'm responsible for whatever comes out of this building—"

"And you're embarrassed that it's on my letter," I concluded.

"I'm willing to fund the tournaments that you have listed here if you write another letter," she began.

And I wrote another letter, praising her for funding the tournaments I'd listed. I also sent her a memorandum, detailing the tournaments we had yet to attend, and asking for her financial support. She funded the tournaments I listed until the end of the State Tournament. Although I would have dearly loved to say she also funded our entry to the National Qualifying Tournament, she didn't; causing me to dip into the "Speech Club Fund," a treasury designed to provide pizza at long tournaments and pay for a National Qualifier, should we ever have one. Taken all in all, her "point" was far short of the \$260.00 I'd anticipated that the school shelled out because of my letter.

I paid the utility bill and the credit card bills on time.

I also bless Mrs. DeSantiago, whose son, Christian, left shortly after her interview with the Principal, to enter the Wyoming Academy of Performing Arts. For her sake, I hope he does well....

LOOK WHAT WE FOUND IN THE PARK...

Susan, Elaine, Rosemary, and McKenna had all qualified for the State Tournament in Poetry, Oratory, and Drama, and were looking forward to the two-day tournament, which would happen on Friday, the eighteenth of March. It was the seventeenth, a very windy day, when they were all assembled at the south wall outside the school building, debating whether or not to attend fourth hour. Unfortunately, the beauties of a spring day, the lure of fast food and temporary freedom prevailed and they all piled into McKenna's car.

They were next seen, about an hour later, in the southwest parking lot, in the company of the student disciplinarian, two policemen, and Susan's mom, who screamed at her.

"Drinking? Why were you drinking during school?" Mom yelled so all the students filing past for lunch could hear.

All four girls received three day suspensions from school.

Obviously, I was not going to have the strong contingent at State that I'd hoped for.

It was devastating. These same students who I'd coached and nursed along had managed, in an hour's time, to completely obliterate the successes I'd hoped for. Further, although I had no knowledge of their actions, their behavior was seen as something I was responsible for; no matter how indirectly. It's easy for a parent or another teacher to point a finger without really thinking of the consequences, and every one of these four girls who'd "found the case of beer under a tree, Officer" was a Speech Team member. Somehow, it is indirectly assumed, by those who lay blame, that the misbehavior of an individual is a direct result of his connection with a group or belief....But to connect drinking alcohol in a park with Speech is about as logical as connecting the desire to make money with an interest in Football.

Nevertheless, the blame was distributed freely at my door, prompting the Principal to formally interview me about my knowledge of the girls' habits and about

their truancy that morning. Of course I knew the girls had sampled alcohol before: They had described their behavior at some party they attended in February. Of course I knew that two of the girls smoked cigarettes and that the other two had tried cigarettes. Of course I knew that their records weren't spotless.

I also pointed out that sometimes people do things that are stupid. Of course, I did not approve of their drinking alcohol and I was disgusted that a liquor store would sell beer to minors. I was also disgusted that they would lie to the Police.

Had I ever seen or tolerated the girls drinking alcohol before? Of course not. Had I ever attended parties with them where alcohol was served or served them alcohol myself?

The image was ludicrous and the question bizarre. "No," I answered clearly.

The interview continued in this vein for the next ten minutes. I knew the Principal was making certain the school was released from any liability in the matter of four girls getting drunk in the park; but the fact that I was being interviewed and made to feel as some sort of suspect made me feel very small.

WEIRD KIDS AND SUSPICION

"Say getta loada those cops, doin their jobs, keepin the city lanes free. Just to make the future bright for people like you and me."

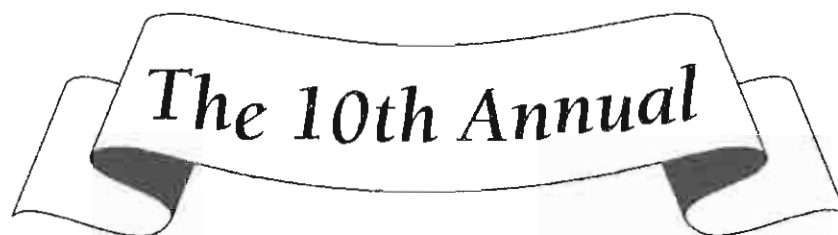
—Glenn Miller

To "Columbine:" (vb; slang) To lay waste; to kill ruthlessly, as in "I could've Columbined the whole dance." (overheard from a study hall conversation between two stars of the girl's basketball team).

The congregation of a church in Littleton, Colorado, has planted fifteen trees to commemorate and grieve for the twelve students and the teacher who died as a result of the guns and bombs that Eric Harris and Dylan Kleibold used at Columbine High School on April 20, 1999. The last two trees are planted to commemorate and grieve for Harris and Kleibold, who also died that day.

And certain citizens are so bent on revenge that two of the fifteen trees are regularly cut down on the grounds of this Christian church, which tries to show compassion and forgiveness.

It's also an indicator that a great deal more is wrong with many of our schools than we are willing to acknowledge or accept. Revenge in the name of a loved one is



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Questions concerning academic credit or Institute information may be directed to Professor Catherine Zizik at (973) 761-9759 or e-mail zizikcat@shu.edu.



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petty and remorseless. If it's in the name of a loved one who died, who is truly there to enjoy the satisfaction of that revenge? Certainly, not the loved one. Killing a tree won't bring back the victim; no matter how many times the tree is killed.

But revenge isn't the only oddity here. How could two students remain so isolated that someone couldn't detect their dissatisfaction? How could two students also hate athletes so much that they wanted to kill them unless the culture of the high school is geared toward elevation of athletes more than those in other activities so that the athletes "stand out" not just because of sheer numbers but because of a certain tolerance for them not shared by the rest of the school?

"Yesterday, in the Student Parking Lot, Mr. Smith and a couple of the security guards were checking our cars for the sticker," Lloyd reported, grimacing at the \$10.00 cost of the parking permit 'sticker,' "And they checked my car real carefully and they checked Bob's car real carefully and a car full of cheerleaders comes in and parks and they all get out and Mr. Smith just waves at them. There was no sticker on the car, Mr. Thomas. Bob and I checked. And Mr. Smith just waved at them."

There was probably a good reason for the Assistant Principal to ignore Bob and Lloyd's observation; but both Bob and Lloyd would see it as a toleration for athletes that is not granted to the general population: As another example of preferment for brawn over brain, for athletic versus academic skill.

Granted, this is a small example, but it is indicative of an attitude that could finally make a less settled mind than Lloyd or Bob's snap. If a student perceives that athletes are pampered, that they are allowed to graduate without taking required courses, that they are allowed to behave in ways that are not tolerated of other students, then isn't there a reason for resentment?

Isn't it ironic that sports figures, whether they be high schoolers, collegians, or professional players, are urged, through posters and cheers, to "kill" the opposition? "We buried the Kefauver Kangaroos," the Principal might brag at the spring sports rally, "and we're going to murder the Webster Wolverines!" AND THE CROWD JUMPS UP, SCREAMING ITS APPROVAL.

Those images, in light of April 20, 1999, are haunting and frightening.

There is nothing wrong with winning; there is nothing wrong with athletic prow-

ess. There is, however, something wrong with encouraging a metaphorical murder in the name of a community or a school. It creates a "warrior culture" among athletes and their supporters that is intolerable to those who may not be athletic or choose to be.

This is, as far as I understand it, what Harris and Kleibold perceived. That they murdered thirteen people is horrible.

That neither of them was understood, listened to, or even noticed, is understandable. They were each, in the hierarchy of a high school: Student Council, Athletes, National Honor Society, Newspaper, Yearbook, FBLA...Unnoticeable. They turned in their assignments on time; they wrote dispassionate essays for English class. They performed as students.

That they had planned such an atrocity is the horrible surprise to everyone who has examined it and the tragedy of their lives because of its senselessness.

It rained on April 22nd and it continued raining for, it seemed, a month afterward. School was closed on the 21st so the administrators and the Police could check every student's locker for any material related to violence. All they found was old food, text-books, and, in some lockers, pornography. About the most serious violation Millard Fillmore High School seemed capable of, besides bad taste, was being cited by the Department of Health for the moldy tacos and hamburgers in the lockers.

The Principal told us, in a special faculty meeting convened forty five minutes before the start of school, to "report anything suspicious." She told us that the Police still suspected that Harris and Kleibold had accomplices; "possibly enrolled right here."

And the tide began during second hour Speech class, when one of my Poetry readers told us that she'd had lunch with another student on the twentieth who marvelled about pipe bombs.

Dutifully, I wrote down everything I'd heard, and sent the note to the Disciplinary. Evidently, other teachers were doing the same thing, because by 11:00, the entire Speech Team, with the exception of one, was sitting in the Disciplinary's Office.

"I can't believe it," Amanda told me, still trembling from the occasion. "The FBI was there, and they asked me if I was still a Goth, how long I'd been a Goth, and whether I knew any websites for Goths. I'm not a Goth! I like Heavy Metal!"

Linda nodded sympathetically.

"They think because you dress different, you're automatically a pipe bomber."

"No," Timothy said. "It's because you're in Speech."

"Don't laugh," I told them. "I'm next."

"Why?" Amanda asked.

"It's because Mr. Thomas actually did it," Linda said. Then she looked crestfallen. "Sorry."

I waved away her apology. "It's because I'm the only faculty member who knows every one of you."

"So what're you going to say, Thomas?" Amanda wanted to know.

"The truth."

She looked scared then. "What are you going to tell them?" She was rather anxious at my reply.

"Whatever they need to know to finish this investigation," I told her.

No, I wasn't going to tell the FBI that Amanda had been out after curfew with a boy and I wasn't going to tell them about her ditching Drama class for the umpteenth time.

My seventh hour planning period was disrupted by the school Social Worker, who asked me questions about members of the team for a good forty-five minutes, trying to put together a psychological profile of each. Yes, I admitted, the students were weird, they were different. They were prone to fits of screaming and of prolonged romance. They sometimes had all the social skills of animals in heat or of football fans during the championship game, but they were harmless. They were teenagers.

I signed something to that effect, and my students were cleared of suspicion.

"I don't understand this stuff," Alphonse spat a week afterwards. "All over the place, there are a bunch of signs and bumper stickers that 'We are all Columbine,' like that's going to make some kind of difference. The donation cans all over the place—That's not going to make any difference. It won't bring 'em back."

"A lot of people are grieving," I told him. I was in a kind of shock that was with me even into June.

"For folks they didn't even know?"

"For a lot of innocent lives. At a school, Alphonse."

"Shoot. Would they feel the same way about this place if it happened here?" He gestured deprecatingly at the beige brick facade of Fillmore, then answered himself. "Hell, no. A bunch of minorities getting shot wouldn't make news. A bunch of white boys—well, that's different."

"Wouldn't you hope that people would consider it a tragedy?"

"Wouldn't nobody remember it even an hour later. Nobody."

The days turned into weeks and my students settled down into their routine as I did mine. Students who spoke of violence were reprimanded more often and told to "think about what you're saying." I received word that one of my former students, now enrolled in a high school across town, had been asked to leave that school because he had written a threatening letter to another student. It probably would have been ignored before the Columbine incident; now it was grounds for removal.

"I get a chilly feeling even now when I think about that place, Thom," Desiree confided in me one day in late May. "It's like—it's like nobody knew that those two guys were time bombs waiting to go off because nobody ever even knew them. Around here—we know if someone's gonna' go off. It's like you guys, the teachers, have—like -radar. In Ms. Wilson's class, Pete was actin' the fool, makin' Angela mad at him and Ms. Wilson got in his face and took him down to the Office. That happens around here—like we're okay when we're here. What makes me wonder is if anyone over there ever feels okay when they're there."

In a culture as fragmented as that of the late Twentieth Century, one does not know one's neighbors. One is friendlier on the Internet than across the backyard fence. This division of knowledge of motivation of the two Columbine shooters became clear to me when commentators on talk radio kept saying, "Not Columbine! Not Columbine!"

Would it have been different or "expected" if such a thing had happened at Millard Fillmore? I hope not; but everything I've seen points to it. Why have these incidents of shootings at school happened in affluent suburbs; and not in the cities they flank?

Perhaps it's because the teachers in the cities actually listen to their students, encourage those they can, and strive mightily with what they have.

The fifteen trees, as far as I know, still grow. Thirteen of them are taller than the other two. I hope the other two have a chance at life.

(The final chapter will appear in May *Rostrum*).

A BOUT THE AUTHOR



Brief Biography

William C. Thomas has been coaching high school speech teams and teaching Speech "off and on—mostly, on," for the past fifteen years at the high school and college levels.

Recipient of a Master's Degree in English from the University of Colorado, Mr. Thomas is a product of the Denver Public Schools, where he now makes his living, primarily as an English teacher. His home is in Northwestern Elbert County, Colorado, where he serves as Vice-Chairman of the Rattlesnake Fire Protection District. He is listed in *Who's Who Among America's Teachers* and has a degree of Outstanding Distinction from the National Forensic League.

Special thanks to Mr. Thomas for providing monthly articles for the Rostrum.

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(Cheshier from page 62)

ing its job) or nondelegation, the less vulnerable it is to the charge that it cedes too much Congressional authority.

The literature on administrative rulemaking and delegation is vast, and fascinating. Beyond the essays I've cited already, I recommend that debaters researching this topic consult the following sources: (1) David Epstein and Sharyn O'Halloran, *Delegating Powers: A Transaction Cost Politics Approach to Policy Making Under Separate Powers* (Cambridge: Cambridge Univ. Press, 1999). This book is must reading for those studying the politics of delegation. A valuable "Cliff Notes" version of their position is contained in "The Nondelegation Doctrine and the Separation of Powers: A Political Science Approach," *Cardozo Law Review* 20 (1999); (2) A nice review article covering the issue from a "rational choice" perspective is Jeffrey Segal's "Separation of Powers Games in the Positive Theory of Congress and Courts," *American Political Science Review*, 91 (March 1997); (3) For a good introduction

to the question of whether the nondelegation doctrine is dead or not, see Cass Sunstein's "Nondelegation Canons," *University of Chicago Law Review* 67 (Spring 2000). See also Huefner's review of the recent Supreme Court strike-down of the line item veto on grounds related to delegation: Steven Huefner, "The Supreme Court's Avoidance of the Nondelegation Doctrine in Clinton v. City of New York: More Than 'A Dime's Worth of Difference,'" *Catholic University Law Review* 49 (Winter 2000); and (4) A strong defense of delegation and of the administrative state is made by the legendary University of Kansas debater Frank Cross (now the Herbert Kelleher Centennial Professor of Business Law at the University of Texas), in David Spence and Frank Cross, "A Public Choice Case for the Administrative State," *Georgetown Law Journal* 89 (November 2000).

Copyright David M. Cheshier

(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the *Rostrum*.)

(Crabtree from page 18)

diversity in oral interpretation, there may once come a day when there will be no more tragedies such as Martin Luther King, Tina Brandon or Matthew Shepard and the thousands of others who are daily victims of hate crimes and discrimination.

Don't be afraid to venture into tough, timely and topical arenas of literature. All judges have every right to express an informed opinion but as John Milton once said, "In good men opinions are knowledge in the making." Please don't strip the caterpillars and blossoms from our students.

(Don Crabtree who coaches at Park Hill High School, Kansas City, (MO) is also an NFL Executive Council member.)



DEBATE COACH/ENGLISH TEACHER 2001-2002 SCHOOL TERM

Portage Public Schools is seeking a High School Debate Coach/English Teacher to lead an established and highly regarded debate program at Portage Northern High School (MI). PNHS is a 9-12 high school with 1300 students, accredited by the North Central Association and a third year affiliate member of the International Baccalaureate Organization (IBO). Parent interest and boost group involvement in the school is exceptional.

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Portage, MI 49002
FAX 616-323-5158

www.portageps.org

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WHEN DO I HAVE TO APPLY? Applications must be received by May 15th.

WHERE DO I APPLY? For more information, or to apply, send a letter including your financial and education needs and where you would like to go (if you know) to Glenda Ferguson, Heritage Hall High School, 1800 NW 122, Oklahoma City, Oklahoma, 73120. You may e-mail at gferguson@heritagehall.com, school, or gferguson01@earthlink.net, home. You can also use the application in the ROSTRUM.

Colleges and universities who conduct summer programs in debate teacher education and who wish to participate in the Barton Scholar Program should contact Glenda Ferguson at 405-749-3033, school, or 405-721-6661, home.

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name: _____ phone: _____

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Please give a brief explanation of your educational needs.

Please give a brief explanation of your financial needs.

Please list the teacher workshops you want to attend in order of preference.

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Please send a letter of recommendation from your principal.

Please send this form and your letter of recommendation to:

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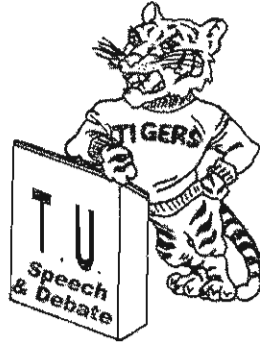
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TOWSON INTERNATIONAL DEBATE INSTITUTE

July 9-20, 2001
Towson University



PHILOSOPHY

TIDI provides an intensive learning environment for both experienced and new policy debaters. Unlike some camps that focus primarily on the research and preparation of arguments, TIDI also emphasizes building the skills and confidence that translate into success during the coming year. TIDI students take home more than just evidence.

FEATURES

Topic lectures. Researchers with extensive experience in security and international issues help develop aff. and neg. arguments.

Theory lectures. Veteran coaches explain the principles of argumentation, refutation, and other important debate practices.

Lab groups. Small classes (last year had a 1:3 staff to student ratio!) encourage one-on-one interaction and feature research, speaking drills, & practice debates. Instruction is also diverse, with high school teachers, college debaters, and college debate coaches working together.

Tournament competition. The Institute concludes with a competitive tournament that showcases the skills students acquire. The tournament features quality judging and awards for speakers and teams.

SECTIONS

High School Section. High school and college coaches familiar with arguments surrounding weapons of mass destruction and with extensive camp experience will help students prepare for the upcoming season.

Middle School Section. Designed specifically for 6th to 8th grade students, the middle school section provides a jumpstart on the skills and knowledge for beginning debaters.

International Section. The Institute serves as an introduction to American government and policy debate for students and teachers from Southeastern Europe. International students and their American counterparts have the opportunity to learn together.

FACULTY

Past institute faculty has included:

Chris Baron is the Program Manager of the Baltimore Urban Debate League. He was a successful high school and college debater, representing the University of Kansas three times at the National Debate Tournament.

Ken Broda-Bahm is Director of Speech and Debate and Associate Professor at Towson University. Ken is one of the most widely published writers on debate in the country. Ken is also senior consultant for the International Debate Education Association.

Tom Durkin is a successful high school debate coach at Loyola Blakefield and a veteran of numerous high school summer institutes.

Renee Jackson began college with no debate experience and finished her career at Towson University as one of the most well-respected and sought-after debaters in the country. She is now a debate coach at the University of Pittsburgh.

Beth Skinner is Director of Debate and Visiting Professor at Towson University. She debated at the University of Kansas and competed in both the National Debate Tournament and the Cross-Examination Debate Association National Tournament.

Andreas Spiliadis coaches at Forest Park High School in Baltimore. His drive and skill are apparent in the fact that Forest Park is currently one of the most successful squads in Baltimore.



LOGISTICS

Dates and times. TIDI meets in July from Monday, the 9th to Friday the 20th (No events on Sunday, the 15th). The Institute begins at 9:00 a.m. and ends at 5:00 p.m. each day.

Accommodations. Lunch is provided each day. A limited number of spaces are available for resident students (those who want to stay in a supervised dormitory environment). Commuter students are responsible for transportation to and from the campus.

Location. Towson University is located in Towson, Maryland, just north of Baltimore. Towson University offers students both a peaceful collegiate setting and access to research facilities including extensive electronic databases.

Transportation. The Baltimore area is served by easily accessible air, rail, and bus service and is also conveniently located for driving. Resident students are not permitted to have vehicles.

Costs. \$450 is the amount of tuition for commuter students. Costs for residents vary depending on accommodations selected. Tuition covers the following costs: lunch, access to library resources, briefs written in labs, topic and theory handouts, photocopying, a t-shirt, and all costs of instruction. Some scholarships are available. Space is limited to the first 80 applicants, so apply now!

APPLICATION FOR TIDI 2001

Mail your completed application to the address below. For more information, use the phone number or email address.

Contact Information

Student _____
 Parent/Guardian _____
 Address _____

 Phone _____

Experience

My school is _____
 My teacher is _____
 Next year I will be in _____ grade
 I have debated at _____ tournaments

Towson International Debate Institute
 Attn: Chris Baron
 Dept. of Mass Communication & Communication Studies
 Towson University, 8000 York Road
 Towson, MD 21252
 (410) 704-2969
 baron@budl.org

by
Chris Baron

OODLES AND UDLS OF NEW COACHES

Most people are fortunate if they have had one teacher who inspired and engaged them. Paulo Freire, education philosopher, advanced a powerful critique of traditional education practices that rely on the "banking" of knowledge—learning is measured by the ability of students to store data (given by the teacher) so that it can be accessed later. These practices also foster a contradiction between student and teacher, discouraging constructive relationships and ultimately, learning. For Freire, only a "problem-posing" educator can challenge this system:

The banking concept (with its tendency to dichotomize everything) distinguishes two stages in the action of the educator. During the first, he cognizes a cognizable object while he prepares his lesson in his study or his laboratory; during the second, he expounds to his students about that object . . . The problem-posing method does not dichotomize the activity of the teacher-student; she is not "cognitive" at one point and "narrative" at another. She is always "cognitive," whether preparing a project or engaging in dialogue with the students. He does not regard cognize objects as his private property, but as the object of reflection by himself and the students. In this way, the problem-posing educator constantly reforms his reflections in the reflection of the students. The students—no longer docile listeners—are now critical co-investigators in dialogue with the teacher. The teacher presents the material to the students for their consideration and re-considers her earlier considerations as the students express their own. (p. 61-2)

It is no coincidence that many debaters cite their coaches as important sources of inspiration. Debate is a powerful model for implementing Freire's method. This model is now being applied across the country in hundreds of schools that have become part of the urban debate league movement.

The emerging communities of new coaches are likely to have a profound effect on the world of debate. The urban debate league movement will make important contributions to the traditions of policy debate, bringing both new ideas and perspectives



**Top Baltimore Urban Debate
League Debaters at the
Awards Assembly**



while reinforcing the best of what debate has always been. One important way that urban debate leagues will affect the nature of debate knowledge is their sudden growth. Changes in debate generally have been gradual in part because turnover in teachers and students is generally gradual. Each year, roughly the same numbers of students join debate as graduate. New schools join local leagues, but usually enter a community that allows them to "learn by doing." Teachers network with veteran coaches, and pick up the jargon as they go along. With the sudden growth in urban debate leagues, however, entire communities have sprung up composed almost entirely of new coaches. Since these programs are aimed at fostering competitive policy debate programs, teachers want to learn the ropes as quickly as possible.

These new coaches are recruited mainly from the *classroom teachers* currently working in urban schools. The primary qualifications are that these teachers be interested in *teaching* and seek ways to nourish their most idealistic aspirations for education. It is rare that such teachers have prior debate experience. When our league began in Baltimore in 1999, for example, we had 16 teachers, and only two were familiar with team policy debate. Once exposed to the idiosyncrasies of the activity (the jargon, the complex theory, the strategies and tactics), teachers often have feelings similar to their students'. They are anxious to learn. They also bring a great deal to the table. Classroom teachers work with students on a daily basis. They are closest to the motivations, learning styles, and needs of potential debaters. Many high school debate coaches are classroom teachers, but never before have so many joined the debate world at once.

The Open Society Institute recognizes the need to train both teachers and students in the intricacies of debate. Summer institutes, most notably the Emory National Debate Institute and the World Debate Institute in Vermont, are opportunities for new teachers to be transformed. They must learn a new format (speech orders, judging, tournament structure, etc.) as well as new content (the year's resolution, debate jargon, stock issues, etc.) The teacher institute is intensive: teachers learn how to coach debate while at the same time learning how to do debate. A crucial component of this training is the end-of-camp debate tournament—in which the *teachers* compete against each other! This tournament is the cause of much excitement. Novice coaches often gain empathy for their new students, voicing concerns about not having their cases ready, needing more time to do research, etc. Others become very competitive and stay up all night to finish case specific disads to opposing affirmatives. But like most debaters after their first tournament, they come away energized about debate and what they can do. Camps like Emory and WDI also provide teachers with an opportunity to network on a national level. Teaching tools are shared, helping to

satisfy teachers' insatiable thirst for more instructional materials.

The urban debate league model promotes the spread of fresh ideas. The colleges and high schools that are part of the "pre-existing" debate world have numerous opportunities to learn from this new community. College debaters frequently become coaches at urban debate league schools. These college students often have extensive debate experience that they can share, but frequently have little experience with teaching. In working with the new teacher/coach, these college "debate assistants" can learn a quite a bit about how to transmit debate knowledge. The fresh perspective that the new teacher brings also provides the experienced college debater a chance to reconsider traditional debate practices. This produces a mutually educational exchange.

Teachers are central to the success of the urban debate league movement for a number of reasons. Their hard work and enthusiasm are core requirements for building and sustaining strong teams. Having teachers as coaches also increases the commitment from the school system. The idea that debate coaches' hard work should be rewarded in at least the same way as a football coach, for example, is something that is often heard but much less frequently brought to fruition. Programs with successful teachers who are recognized as professionals are much less vulnerable when budgets are tight. It is this notion that has inspired many college debate coaches to seek PhDs. When administrators evaluate the budget and ask, "why are we spending all this travel money on your program?" having faculty members who can articulate their roles is often crucial. In Baltimore, for example, the Baltimore City School system committed to funding stipends for debate coaches based in part on testimony given by teachers about the benefits debate brought to their school within their teams first semester of competition. One of our teachers testified that

Debate brings teachers into conversations with kids that are hard to get. I was able to have a discussion with Billy, whose life has always centered on football, about Paulo Friere's *Pedagogy of Poverty* with Billy. Another student, Heather, has gone from being a quiet mouse to being a loud mouse. She is still a mouse, but is finding her voice with debate. Debate allows teachers to realize the high standards that teachers come to the profession hoping to have

for students.

Teachers make the most compelling case for why debate should be supported by the school system.

The influx of new teachers is also a reminder about the empowering effects that debate can have. Debate can light a fire for teachers. Amy Brooks, one of our coaches at Fredrick Douglass high school, gave testimony on her experiences in debate at a recent hearing before the Baltimore City Council:

I joined Fredrick Douglass' staff last spring and was promptly asked to coach the debate team. I had never done anything with debate before, so I've been learning along with our students and it's been so much fun. I actually think it might be part of the reason I'm still teaching! The reason why I say that is because the foundation of education is built on wanting to learn. You can be in a room and not really learn anything. I feel that when I'm in a room with debaters, there is learning going on, on my part and on their part. It's such an intense environment that anyone who is around wants to be swept up in the excitement, and to understand the issues—because it's not fun if you don't understand the issues. I've gotten to work with students in a way that I didn't think was possible. The regular 8:30 to 3:30 shift is left behind when we have after school debate practice.

Amy understands how to challenge the student/teacher contradiction that Friere talks about by creating a student-teacher partnership in learning. Other teachers have similar stories. This is one of the reasons debate should play a critical role in the discussion of the future of education reform in the U.S. Many urban areas have a high rate of teacher turnover. This should not be surprising—it is a lot of work for a small salary in poor infrastructure, and there are many frustrations. However, coaching debate, while it may intensify some pressures on teachers (by consuming time and energy) is a way to help retain many new teachers. The rewards in debate are direct and can be numerous. Trophies play an almost trivial role. Teachers become energized by debate because debate is a great way to interest and motivate students. Debate can literally change a young person's life.

The transformative possibilities that debate brings to education are not lost on students, either. Speaking to a regional meeting of middle school teachers, Joe Smith, a debater at Mergenthaler Vocational High

School, stated:

I would like to say one thing about today's teachers and the impact they have. As a teacher, some students see you as a friend, an ideal, and most importantly, as someone they can trust. As a teacher you hold the power to mold and form tomorrow's scientist, doctor, lawyer, and possibly president. Without the guidance of my two debate coaches, Emma Cartwright and Patrick Daniels, I would not be where I am. This is why teachers are needed in student's lives. Without a teacher's *dedication*, students are left with no *inspiration*.

Joe could have advanced arguments for debate on any number of grounds. The fact that he did so by emphasizing the role of teachers in inspiring their students speaks volumes about how powerful debate can be.

Teachers are great at empowering students to become independent learners. Debate is obviously geared well to do this: students pick their own arguments, make their own strategic decisions, etc. Classroom teachers are less tempted than recent debate graduates may be to teach complex ideas with crash course techniques. It might be easier for a teacher to say "Here are all the terms," or "Here is an affirmative case" to prepare students for the impending tournament, but avoiding the more difficult "why" questions will not, in the long run, be a successful strategy. Students frequently learn that topicality is a voting issue first, and will figure out the reasons that go along with it later. Teachers tend to be more pedagogically focused than coaches who have gotten into coaching because of their love for debate. They understand the need to prepare for the tournament, but are generally unwilling to take shortcuts that might shortchange learning.

Brent Farrand pointed out that "high school teachers worry about what lessons are being learned and what patterns of thought are being molded. In short they are teachers first and coaches second" (Rostrum, December 2000, p. 16). One of the most important contributions that has already emerged is in the curricular realm. Teachers are always hungry for teaching tools, be they exercises, textbooks, videos, or games. While there is no dearth of materials on debate, most are not oriented toward teaching debate in the classroom. What is the best way to incorporate debate into the classroom? How should topics be spaced across the semester? How can debate be taught in other classes across the curriculum? What about debate as an after

school activity? How many sessions should a student attend before competing at their first tournament? Urban debate leagues have been active at both the national and local levels trying to answer these types of questions, sharing and organizing curricular information from high schools and colleges around the country. There is obviously no single correct approach, but the additional focus that UDLs have brought to these issues has been important in organizing and building on the knowledge and materials that are available on debate. Matt Wernsdorfer, one of the coaches at Patterson High School, taught a debate class that focused on the tools of analysis and interaction that debate offers. When teams worked on new affirmatives, they were beginning *their own* research projects. Matt resisted the temptation to give his teams the affirmative he had written and run successfully at the Emory Institute for teachers over the summer. Many of the Patterson affirmatives were not completed until the last tournament of the season, but when they were run, the wins belonged entirely to the students who wrote them. The students learned how to write a powerful case during their novice year. For the teacher, the rewards that came from the many skills and lessons learned outweighed the potential trophies that the teacher-written case may have helped obtain.

New teachers are also transforming views on competition, not by dismissing its value, but by encouraging new ways of thinking about "success" in debate. For former debaters competitive success is sometimes overvalued, and some coaches are accused of living vicariously through the successes of their students. But for those whose calling is teaching, success is measured more by what is learned. Competition is only a tool for learning. This doesn't mean teacher don't value trophies. For many teachers, the excitement generated by competition, along with the thrill of hard work paying off, breathes new life into their teaching careers. The relationships teachers and students have in debate are unlike those formed in most classrooms.

New coaches have helped contribute to a climate that celebrates the wide variety of ways to succeed in debate. Awards assemblies are a good example. I had become accustomed to college and existing-circuit tournaments that featured quiet assemblies. Students calmly walked up to receive their trophies, with moderate applause. The excitement at the UDL tournaments is truly

amazing, and gives new meaning to the phrase "raising the roof." The audience cheers for everyone. Students rush up to receive their awards. They pose for pictures. The room ignites when sweepstakes awards are given out. The announcer has to wait for the excitement to die down so that the next winner's name can be heard over the din. The sense that the debate world can proudly and loudly celebrate helps to reinforce the idea that accomplishments at all levels can be truly meaningful. People do not wait for the top varsity team to stand up and clap. Awards for 15th Novice speaker produce energetic applause and cheers, too. Teachers understand that communities are important to the development of good learning environments. The UDL awards assembly is proof that such a community exists.

Our league in Baltimore has a traveling trophy called "BUDL Man" (named after the Baltimore Urban Debate League and pronounced BOODLE). BUDL Man is superhero who represents excellence in debate. The trophy is a 14-inch tall action figure whose head has been replaced with a book and who holds a flow pad in his raised fist. He was created by the Patterson High School debate team and is awarded to a squad by the last school to receive him. The award is not given out based strictly on competitive success. The students who present the award at our assemblies describe the criteria that they think embody a good debate team. Candice Williams, Shawntia Diggs, Tierra Dixon, and Janifer Scott, students at Forest Park High School, presented the BUDL man trophy to Patterson at the end of the season last year, stating:

We are going to give the BUDL man to a team who went through some hardship. They started out with several teams in the beginning of the year, but as time went on the number of teams dwindled. They still have remained confident. They have proved that you don't have to be tall or loud to be great debaters. They wrote a great Affirmative that says that debate increases academic achievement, and they came up with the whole idea of making a BUDL man, which shows great spirit in debate.

BUDL man thus represents a sporting attitude, good teamwork, hard work, and other values learned through competition. In short, a community.

We need to resist our tendency to own "truth" and to control *whose* ideas are allowed to contribute to the discipline of education. This tendency is strong, even

among groups that consider themselves to be progressive, as many in the debate community do. African American feminist scholar bell hooks points out that

Many teachers who do not have difficulty releasing old ideas, embracing new ways of thinking, may still be as resolutely attached to old ways of *practicing teaching* as their more conservative colleagues. That's a crucial issue. Even those of us who are experimenting with progressive pedagogical practices are afraid to change (p. 143).

For hooks, the difficulty is in finding a model to avoid reinforcing the hierarchies of knowledge created by traditional teaching practices. Debate provides a pedagogical tool to give voice to those frustrated by the educational status quo. Let us be sure that this tool is open to change based on the suggestions of all who can use it. College debate camps, for example, must not employ the "banking" system of knowledge—treating teachers and students new to debate as receptacles of knowledge whose success is measured by their ability to unquestioningly regurgitate terms and concepts.

The effect that the urban debate league movement will have on the pedagogy of debate is likely to be unparalleled in the long history of the activity. Those of us in debate often become wedded to debate's "long gray line" of excellence, sometimes at the expense of valuable changes. As we welcome the new teachers to our world, we should be excited about the changes in store. We should resist the temptation to absorb them by assuming that we are the experts. The comfort of debate as we know it will often seem to be the easier road. But the road less traveled is likely to make all the difference.

(Chris Baron is the Program Manager of the Baltimore Urban Debate League and a debate coach at Towson University. He debated for Lawrence High School and the University of Kansas.)

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by William Driscoll



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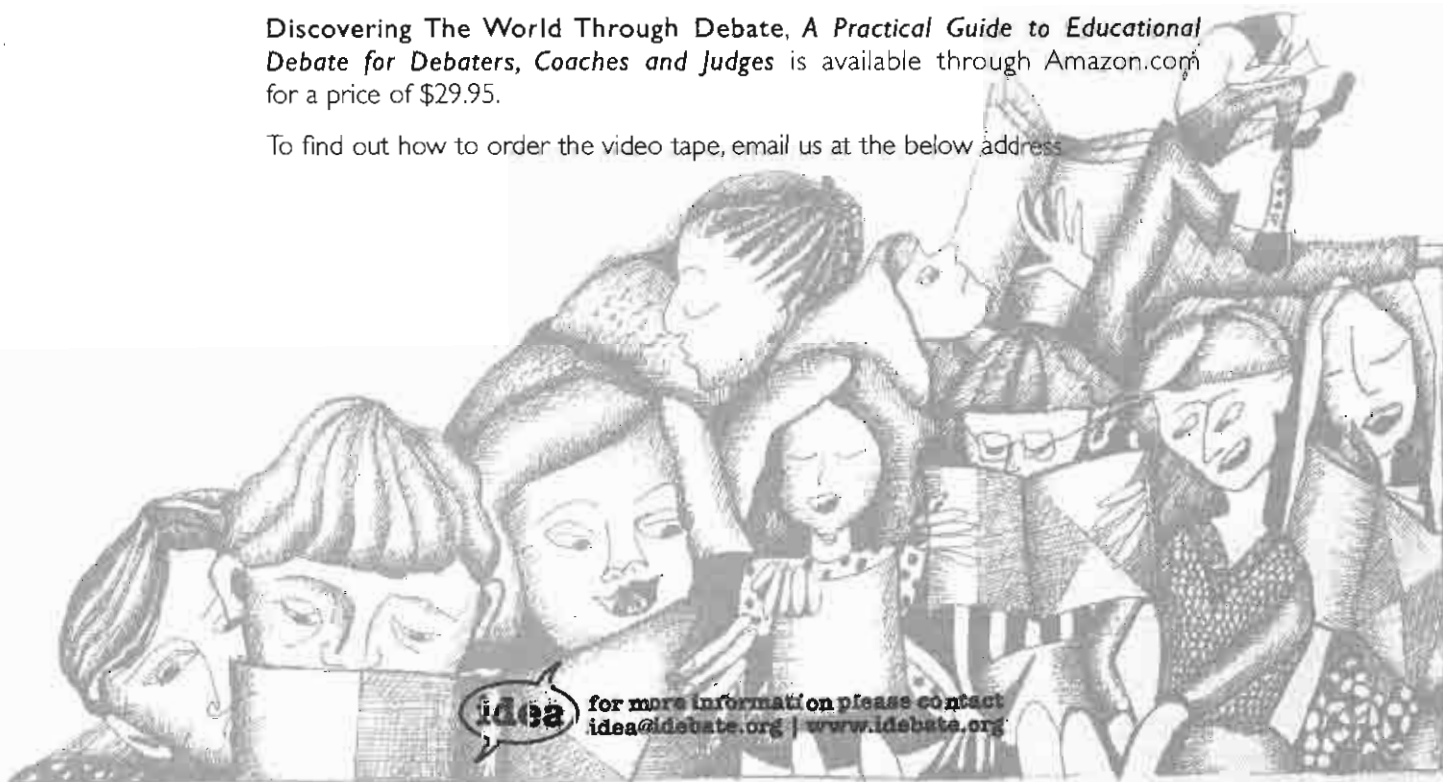
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Requested Themes

Papers, paper-proposals, and panel proposals are sought broadly addressing the following questions, and similar issues:

- What does debate teach? To what extent does debate promote critical thinking,
- What should debate teach? What skills does a society require and how might those skills be promoted by a debate education?
- What is the relationship between debate in education and debate in the larger society? How can each inform the other?
- How is debate most effectively taught? What pedagogical techniques are most successful and most appropriate to the goals of debate?
- How is an appreciation for debate most effectively spread to new individuals and new populations?

Submission Information

All proposals must be in English, Russian, Czech or Slovak. Selected papers will be reviewed for publication in *Controversia: An International Journal of Debate and Democratic Renewal*. Selected papers will cede copyrights to **idea** for possible publication. Submit papers, paper proposals, and panel proposals in electronic form as an attached file to Kenneth Broda-Bahm by April 1, 2001. Notifications will be made by May 1, 2001. Email: kbrodabahm@towson.edu

Costs

The conference fee is \$295 (\$150 for students). This fee includes registration, banquet, and lodging for three nights at the conference center. Limited financial assistance is available for travel and participation fees. Application for financial assistance are available on the **idea** web site www.idebate.org. Requests for financial assistance must be received by June 1, 2001.



NFL'S TOP 50 DISTRICTS

(as of March 2, 2001)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	+1	Northern South Dakota	191.77	Watertown	451
2.	-1	Rushmore	189.80	Sioux Falls-Lincoln	402
3.	--	Heart of America	179.55	Independence-Truman	490
4.	+1	New York City	160.76	Bronx HS of Science	489
5.	+1	East Kansas	158.20	Blue Valley North	401
6.	-2	Northern Ohio	157.81	Youngstown-Boardman	311
7.	+1	San Fran Bay	152.30	James Logan	421
8.	+4	Show Me	149.82	Blue Springs	377
9.	--	Florida Sunshine	145.62	Sarasota-Riverview	240
10.	--	Florida Manatee	140.33	Taravella	328
11.	-4	Kansas Flint-Hills	139.73	Washburn Rural	419
12.	-1	Sunflower	128.08	Wichita-East	282
13.	+5	Eastern Ohio	127.25	Carrollton	324
14.	+7	Northwest Indiana	125.91	Plymouth	445
15.	+2	Central Minnesota	125.86	Apple Valley	330
16.	-3	California Coast	123.46	Leland	361
17.	+9	Nebraska	123.30	Millard-North	357
18.	-2	South Kansas	123.25	El Dorado	227
19.	-5	East Los Angeles	122.20	Gabrielino	442
20.	-1	West Kansas	117.27	Manhattan	262
21.	+6	Hole in the Wall	116.00	Cheyenne-Central	285
22.	--	Montana	113.78	Flathead Co.	277
23.	+6	Northern Illinois	111.10	New Trier Twp	363
24.	+1	Illini	110.40	Downers Grove-South	395
25.	-2	North Coast	109.85	Gilmour Academy	250
26.	+4	Rocky Mountain-South	108.92	Wheat Ridge	297
27.	-12	New England	106.73	Manchester	290
28.	-4	Southern Minnesota	105.64	Eagan	254
29.	+4	Eastern Missouri	102.00	Pattonville	429
30.	-2	South Texas	98.50	Houston-Bellaire	539
31.	+18	Western Washington	98.45	Puyallup	176
32.	+28	Idaho	97.87	Hillcrest	209
33.	-1	Carver-Truman	97.80	Neosho	339
34.	+5	Eastern Washington	95.40	Gonzaga Prep	178
35.	-1	Hoosier Central	95.37	Ben Davis	305
36.	+12	South Carolina	93.14	Riverside	310
37.	-6	West Iowa	90.61	Ankeny Senior	275
38.	+17	East Texas	90.54	Dulles	229
39.	+2	Ozark	90.09	Kickapoo	214
40.	+5	Valley Forge	87.06	Truman	260
41.	-5	Colorado	86.40	Cherry Creek	368
42.	--	West Los Angeles	86.10	Sherman Oaks CES	210
43.	-6	Northern Wisconsin	84.87	Appleton East	356
44.	-6	Southern Wisconsin	84.66	Greendale	190
45.	-10	North East Indiana	84.06	Chesterton	417
46.	-26	Michigan	82.71	Portage-Central	192
47.	+7	Big Valley	82.36	Modesto-Beyer	294
48.	-8	Sierra	82.31	Foothill	206
49.	+10	Greater Illinois	82.15	Belleville-East	193
50.	+26	Pennsylvania	81.38	Bellwood-Antis	139

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	-8	Deep South	80.57	Vestavia Hills	233
52.	+13	Nebraska South	80.31	Millard-South	169
53.	+11	South Oregon	80.25	Ashland	218
54.	-7	Great Salt Lake	80.10	Hunter	123
55.	+25	Chesapeake	78.60	Calvert Hall College	155
56.	-12	Hoosier South	78.58	Evansville-Reitz	267
57.	+1	Pittsburgh	78.33	Cathedral Prep School	138
58.	-7	West Oklahoma	77.75	Norman	198
59.	+10	Northern Lights	77.00	Moorhead	328
59.	-2	Tennessee	77.00	Mars Hill Bible School	247
61.	-8	Georgia Northern Mountain	76.92	Grady	144
62.	-16	Rocky Mountain-North	75.27	Greeley-Central	241
63.	-1	Colorado Grande	75.04	Pueblo-Centennial	228
64.	-14	Utah-Wasatch	74.61	Layton	133
65.	+5	Wind River	73.52	Lander Valley	148
66.	-14	Orange Blossom	72.84	Wellington	178
67.	-4	Western Ohio	71.33	Dayton-Oakwood	208
68.	+7	Sundance	71.11	Jordan	222
69.	-13	North Dakota Roughrider	70.17	Fargo-Shanley	174
70.	+1	North Texas Longhorns	69.40	Plano-East	167
71.	+3	South Florida	68.16	Michael Krop	191
72.	-11	Heart of Texas	68.05	Westlake	153
73.	-6	Southern California	68.00	Yucaipa	182
74.	-2	New York State	66.16	Scarsdale	121
75.	-9	Gulf Coast	66.14	Gregory-Portland	242
76.	+5	Carolina West	66.00	Myers Park	157
77.	-9	East Iowa	63.76	Iowa City-West	191
78.	+9	Golden Desert	63.71	Green Valley	165
79.	+4	New Jersey	63.29	Seton Hall Prep School	141
80.	-7	New Mexico	63.10	Albuquerque Academy	158
81.	+7	East Oklahoma	62.79	Tulsa-Washington	184
82.	-4	Lone Star	62.56	Grapevine	185
83.	-4	Arizona	61.75	Red Mountain	144
84.	--	Tall Cotton	59.78	Abilene	138
85.	-8	Georgia Southern Peach	58.26	Fayette County	95
86.	--	Louisiana	56.15	Caddo Magnet	165
87.	+2	Mississippi	56.00	Hattiesburg	145
88.	-3	North Oregon	55.00	Gresham-Barlow	142
89.	-7	Sagebrush	50.12	Reno	152
89.	+1	Central Texas	50.12	Ronald Reagan	198
91.	+3	Patrick Henry	47.75	Madison County	122
92.	+6	Big Orange	47.00	Los Alamitos	106
92.	-1	Kentucky	47.00	Boone County	132
94.	+8	Puget Sound	43.38	Kamiak	136
95.	-2	West Texas	43.09	El Paso-Cathedral	87
96.	-4	Maine	42.00	Brunswick	101
97.	-2	Mid-Atlantic	41.07	Blacksburg	128
98.	-2	West Virginia	40.00	Wheeling Park	77
99.	-2	Capitol Valley	36.41	Sacramento-Kennedy	65
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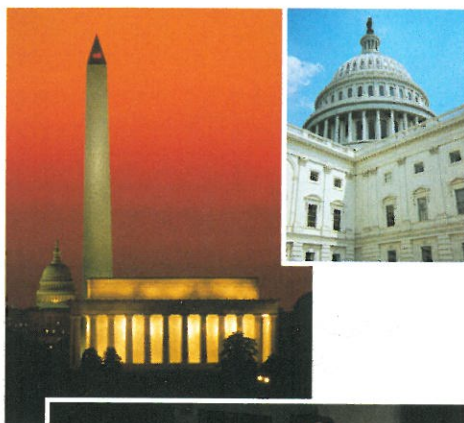
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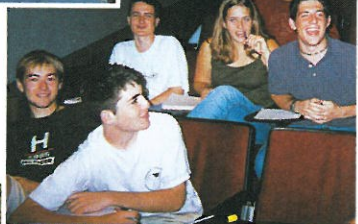
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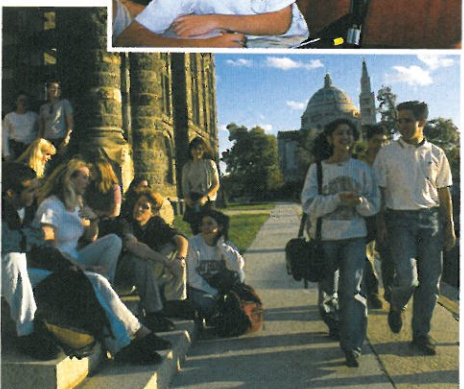


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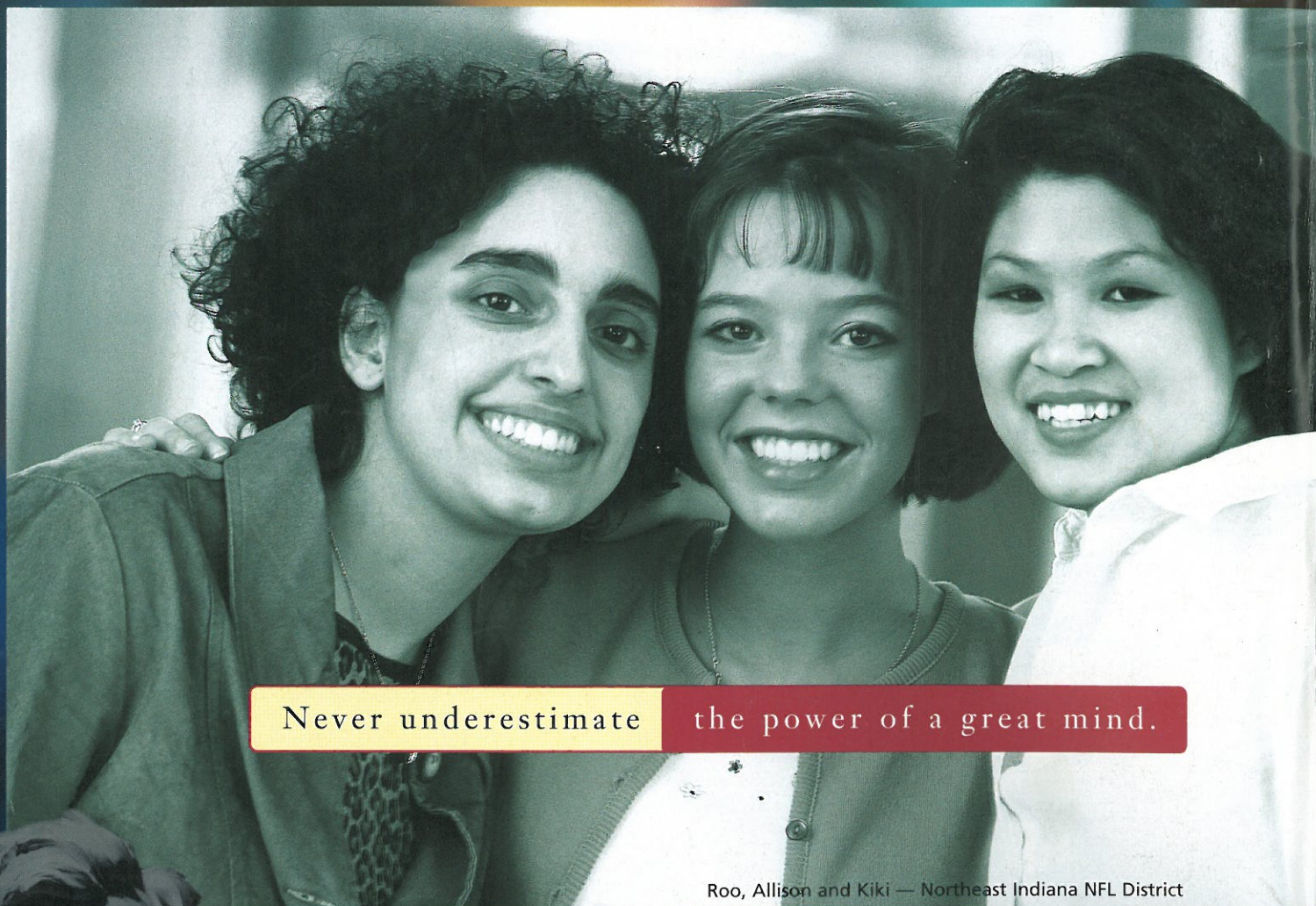
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