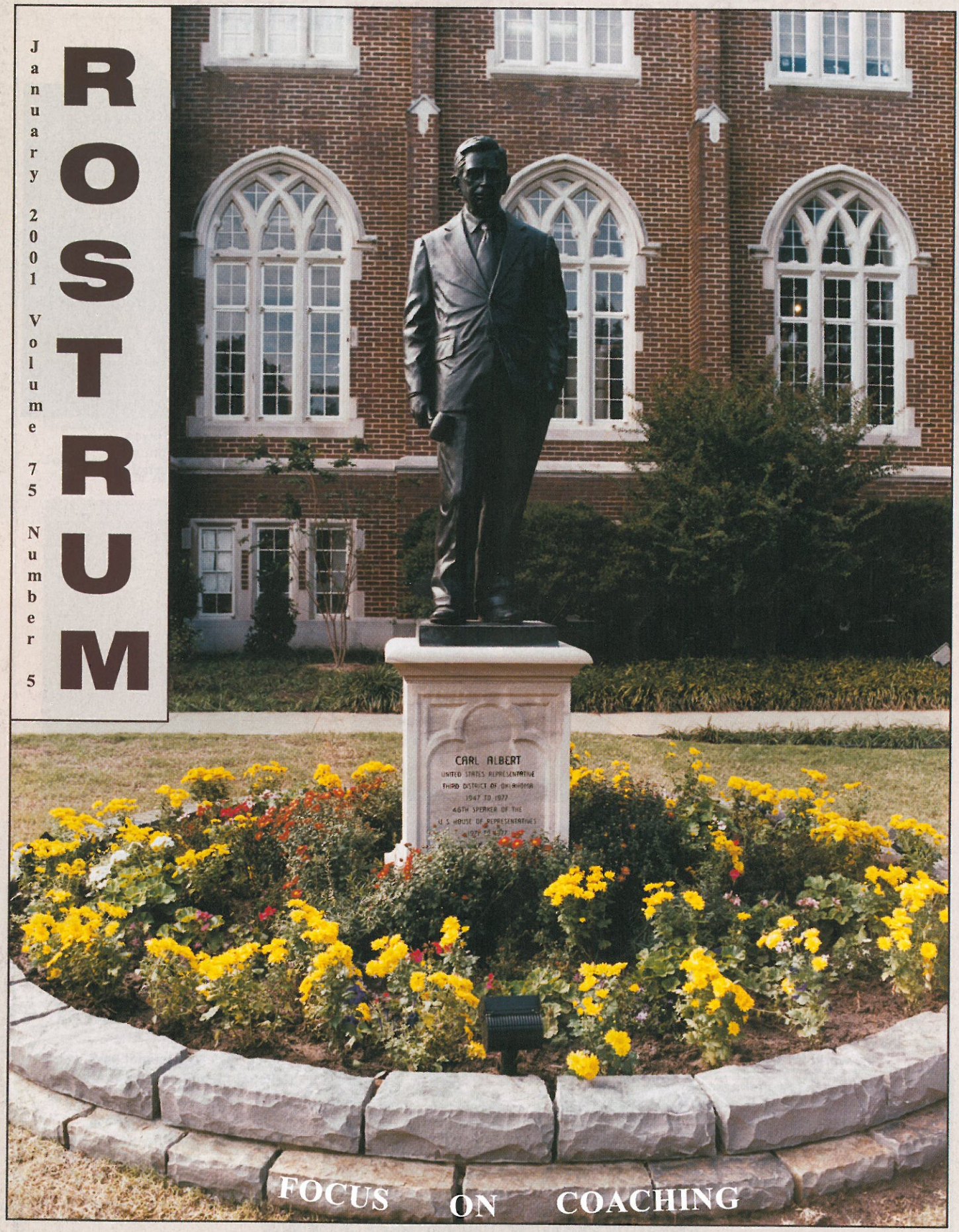
January 2001 Volume 75 Number 5

ROSTRUM



FOCUS ON COACHING

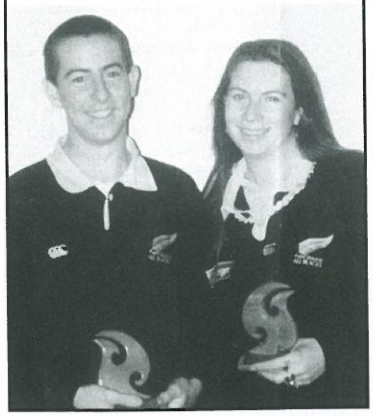
CDE Debate and Extemp Camps?!

Anton Ford
Twice a National Champion (1993,1994).
Twice an L.D. Trophyist, CDE Alumnus

Isaac Potter
2000 National Champion
Twice a CDE Alumnus

Winthrop Hayes
CDE Alumnus
National Champion

Team Debate World Champions Twice



Ami Arad
CDE Alumnus

Jennifer Rotman
CDE Alumnus

LINCOLN DOUGLAS NATIONAL CHAMPIONS

- Since 1994 over thirty percent of the top finishers at Nationals have been CDE alumni.

- CDE is the only camp to ever have its students from the same school close out L.D. final round at Nationals.

Josh Levine
Twice a CDE alumnus, now
National College Extemp Champion

Team Debate Champions

- In 1990 CDE alumni were the first college team to win the world for the U.S.
- In 1994 the U.S. won the world high school championships for the first time.
- 4 National Championship Teams have been CDE alumni

Geof Brodak and Bill Herman
Both CDE alumni, 1999 National Debate Champions

EXTEMP and STUDENT CONGRESS

- Since 1983 CDE alumni have won 14 National Champsionships in Extemp
- 3 Student Congress National Champions have been CDE alumni

27 NATIONAL CHAMPIONSHIPS IN EXTEMP, DEBATE, AND CONGRESS

Michael Shumsky
1st Extemp, NFL Nationals 1995 and 1996
CDE Alumnus 1994

Geof Brodak
2nd in L.D. at College Nationals 1996
CDE Alumnus 1993-94

David Applegate
1997 National Champion
CDE Alumnus 1996

Courtney Meyer
2nd U.S. Extemp
CDE Alumnus

Joseph Jones
NFL National Champion 1996
CDE Alumnus 1994

Jill Van Pelt
1st Impromptu
CDE Alumnus

CDE is now accepting applications to its 2001 Camp
(July 1 - 15 at Northern Arizona University in Flagstaff, Arizona)
Lincoln Douglas, Extemp, Team Debate $1,125[00]. Application fee $85. Send fee or inquiry to:
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FREE Summer Camp Information

Bates College *Maine*

2001 Forensics Institutes

National Policy Institute: June 24 thru July 13
Lincoln Douglas Debate Workshop: June 24 thru July 7
Individual Speech Events Workshop: June 24 thru June 30

Excellence in debate has been a tradition at Bates since 1896, when the college christened its program by besting Boston University in the finals of the first New England Debating League Championship. Competitive excellence remains the hallmark of the Bates debate program. In addition to its active participation in debate tournaments throughout the U.S. and Canada, Bates conducts an annual debating exchange with Japanese univetsities and makes frequent international tours.

The Bates Policy Debate Institute was founded in 1974 by the late Professor Robert Btanham. The Lincoln Douglas workshop was added in the 1980s, and 1997 marked the addition of a one-week program in individual speech events.

The student-faculty ratio is carefully limited to 6:1. The program features daily supervised library and internet research, numerous critiqued practice rounds, and a full program of recreational and social activities.

Bates ensures that all instructional groups are led by professional forensic coaches with years of teaching and coaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 2001 teaching faculty includes: John Blanchette, R. Eric Barnes (author of *Philosophy In Practice: Understanding Value Dèbate*), Lynne Coyne, Bob Hoy, Shetyl Kaczmarek, Mike Kelley, Joan Macri, Mike Matos, Dick Merz, Mindy Newman, Les Phillips, Jon Sharp, and Chris Wheatley.

Students live in double rooms in one of the college's modern dormitoties, supervised by Richard Bracknell, parent, grandparent, teacher and forensics coach at Carrollton (GA) HS, and full-time director of residence life for the Bates Institute since 1993. The pastoral 109-acre campus located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast.

Comprehensive fees include tuition, handbook & copies of the institute briefs (policy debaters), videotaped critiques (speech participants), room and board. All meals, including a lobster bake, are included in the comprehensive fee. LDers receive copies of the *Bates LD Reader* and Eric Barnes' book, *Philosophy in Practice: Understanding Value Debate*. No hidden costs. Policy Debate Institute $1,325; Lincoln Douglas Debate Workshop, $900; Speech $550. Need-based financial aid and payment plans available to qualified applicants. This year, applications will be processed on a first-come, first-served basis — apply early for best chance of admissiou.

For further Information:
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3505 W. Locust St
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Glenda Ferguson
Heritage Hall High School
1800 N. W. 122nd
Oklahoma City, OK 73120
Phone: 405-749-3033
gferguson@heritagehall.com

Ted W. Belch, vice president
Glenbrook North High School
2300 Shermer Rd
Northbrook, IL 60062
Phone: 847-509-2648
tbelch@glenbrook.k12.il.us

Frank Sferra
Mullen High School
3601 S. Lowell Blvd
Denver, CO 80236
Phone: 303-761-1764
Sferra@mullen.pvt.12.co.us

Bro. Rene Sterner FSC
La Salle College High School
8605 Cheltenham Ave
Wyndmoor, PA 19038
Phone: 215-233-2911
Fax: 215-233-1418

Don Crabtree
Park Hill High School
7701 N. W. Barry Rd
Kansas City, MO 64153
Phone: 816-741-4070
crab@ponyexpress.net
crabtreed@ParkHill.k12.mo.us

Kandi King
San Antonio-Churchill HS
12049 Blanco Rd
San Antonio, TX 78216
Phone: 210-442-0800, Ext 352
kking003@NEISD.NET

Michael Burton, Alternate
12604 132nd Ave, Ct. E.
Puyallup, WA 98374-4866
Phone: 253-845-1982
xxcoach@sprintmail.com

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James M. Copeland
Editor and Publisher
Sandy Krueger
Editorial Assistant
P.O. Box 38
Ripon, Wisconsin 54971-0038
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ON THE COVER: Statue of Carl Albert, NFL member and former speaker of the U.S. House of Representatives on the campus of the University of Oklahoma, 2001 Nationals host.

FEBRUARY: International Issue

ALFRED C. "TUNA" SNIDER, GUEST EDITOR

Dr. Alfred C. "Tuna" Snider at the New York Urban Debate League Banquet with one of the NYUDL debaters.

Guest Editor Alfred C. Snider is the Edwin W. Lawrence Professor of Forensics at the University of Vermont. Originator of the gaming paradigm for academic debate, he directs one of America's largest debate programs as well as the World Debate Institute and the website DEBATE CENTRAL (http://debate.uvm.edu/). "Tuna" was named outstanding college debater at Brown University, achieved third place 1972 National Debate Tournament, and has coached 29 years where he has qualified teams for the elimination rounds at both CEDA Nationals and the NDT.

Dr. Snider was named the 1993 National Coach of the Year and is one of the most widely published debate theorists in the world.

The National Forensic League appreciated the work "Tuna" did at the NW Rose Nationals to broadcast the tournament finals and awards on the internet. NFL is honored to be featured on Debate Central.

Now Dr. Snider edits his second *Rostrum* and has secured outstanding articles about the theory and practice of coaching.

"Tuna" once said, "I just want to serve."

He serves his profession very well.

STORYTELLING TOPIC AREA AT OKLAHOMA NATIONALS: TALL TALES

HALL OF FAME NOMINATIONS

***due* by February 10, 2001**
Send to: Albert Odom
P.O. Box 561, Ripon, WI 54971-0561

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NATIONAL CENTER FOR POLICY ANALYSIS

NCPA Debate Central

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NEW

RESOLVED: That the United States federal government should significantly increase protection of privacy in one or more of the following areas: employment, medical records, consumer information, search & seizure.

The National Center for Policy Analysis has assembled valuable information on the 2000/2001 debate topic and other timely topics critical for high school debaters.

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NCPA's High School Debate section contains research and analysis of major issues debated in high schools nationwide. This site is well organized, providing easy access and rapid data retrieval. The site is ideal for beginners as well as experts.

NCPA's approach to the Internet is unique. The NCPA site is also linked to the sites of research institutes worldwide so viewers can readily access the best materials available on policy issues. The NCPA's web site represents *one-stop shopping for policy research,* not just an accumulation of NCPA studies.

NCPA information on the 2000/2001 topic covers such areas as:

- Introduction: Government, Privacy
- Paranoia or Perspective?
- Case #1: Repeal data collection laws
- Case #2: Abolish centralized Soc. Sec. accounts
- Case #3: Deregulate strong encryption
- Case #4: Allow Medical Savings Accounts
- Summer reading on the privacy debate topic
- Top Debate-Oriented Research Sites
- Privacy Research topics
- Media updates weekly on the debate topic

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(also contains past topics)

Other items of interest to debaters accessible at www.ncpa.org:

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Using Debate to Develop Empowered Learning In the Classroom: A Prescription

by
Michael Fisher
Craig LaPointe
Keith Peterson
Dennis White

Introduction:

Textbooks, journal articles, and seminars, in service training can all help provide resources for teachers to use in their classrooms. Many texts are now accompanied by course outlines, lesson plans, chapter quizzes and formal examinations. Games and exercises have been developed to aid the teacher in involving students, creating interests in particular subjects, motivating students to learn, and helping the students find direct application for knowledge they acquire. Field trips and case studies help facilitate learning on different levels. Finally, use of the internet has opened the door (or window) to a world of information about teaching methods in a plethora of subject areas.

With all these resources available, it is still primarily the teacher who structures, plans, teaches, and controls the learning environment for students in the classroom. The choices these teachers make help determine the amount of inclusion the students feel and the confidence they express in participating. The curriculum choices the teacher makes help to determine whether the student learns "how to think" or simply acquires a body of knowledge.

The bottom line is that the way the teachers structure their studies and experiences probably has the single greatest impact on what actually happens in the classroom. Whether or not students feel empowered to learn is greatly impacted by the atmospheres the teachers create, the experiences they provide, and the behaviors they model.

As debate coaches, we would argue that competition in forensics and debate contributes strongly to a student's acquisition of critical thinking skills. Through that acquisition, students develop confidence and feelings of empowerment.

Current literature and personal experience both seem to indicate that many argumentation skills can be incorporated into the classroom situation with similar results. Actually, the chain to empowered critical thinking seems to go through several steps:

1. the student feeling welcome and included
2. the student feeling empowered
3. the student feeling motivated to learn
4. the student developing critical thinking skills and
5. the student having the opportunity to engage in equitable exchange with peers and teachers.

One facet of argumentation which seems to have a good deal of application in both classroom and life situations is the "discovery of ground". This discovery progresses through steps very similar to the five steps mentioned above.

With this in mind we will present a five-step prescription to be used in the classroom which mirrors the five steps used in the "discovery of ground". Secondly, we will describe three scenarios which illustrate the prescription at work. Finally, we will include a brief bibliography of current readings in empowered learning, the development of critical thinking skills, and adapting argumentation training to classroom situations.

THE PRESCRIPTION

In response to the need to develop a training program for students we developed a prescription which seems to have utility in several contexts (the competitive debate round, the classroom, interpersonal exchanges, etc.) The prescription was derived from a variety of academic readings in argumentation theory and human communication.

Although the prescription is grounded in theory, it needs to be investigated in a formal, scholarly manner in order to claim any reputable significance. The writers of this paper are committed to that end.

Intuitively and anecdotally, however, the prescription makes sense. Based on limited trials; it seems to have a positive, reciprocal effect on students. While the prescription has practical applications which are initially suited for academic and competitive success, it should have relevance to most any situation where communicating parties are struggling or have traditionally struggled for equal ground in exchanges.

The Prescription:

Step one: Identify or formulate objectives
Step two: Define terms and concepts
Step three: Prioritize positions
Step four: Share frames of reference
Step five: Realize equity of exchange

Step one:
Identify or formulate objectives

There are two argumentation concepts at work in the objective phase; resolution and paradigm. The initial step in any debate round is to state the resolution. At this level those involved in the debate should be clear on the specific topic of the round. In addition to the statement of the resolution debat-

ers are encouraged to discuss judging paradigms before the round so that they might focus their presentations even further using the ideas the participants and judges have brought to the round with them.

The link between these argumentation concepts and a good communication scenario is strong. Much like debaters have a predetermined resolution to discuss, communicators should have a predetermined objective for their exchange. The idea of paradigms can then be linked to the idea of goals.

For those with an academic debate background, step one is very simplistic in nature and seemingly goes without saying. However, in real world scenarios people often enter an exchange without a clear objective. The objective step in this prescription begins a persons endeavor for empowerment by first establishing a clear focus for discussion and allowing all participating parties to present their goals.

Step two:
Define terms and concepts

In competitive debate, after the statement of the resolution comes the definition of terms. Debaters are required to explain and clarify terms so that the debate may be focused and avoid the "two ships passing in the night" exchange. In this aspect, all parties involved have the opportunity to understand objectives and the context in which the issues will be argued.

Often times in non-debate related exchanges this is not the case. Two people may be sure that they are both meeting to discuss the "domestic media", but one may show up prepared to discuss news journalism, while the other person is prepared to discuss television journalism. Without requiring a definitional step, individuals may suffer from misdirection before any exchange takes place and in effect be comparing apples to oranges.

Step two gives the idea of clarifying terms in argumentation praetical application in other forms of communication. Defining necessary aspects of any information exchange adds direction and diminishes connotative or denotative discrepancies.

Step three:
Prioritize positions

Theoretically, there must be an equal division of ground in any competitive debate round. In lay terms there must be pros and cons to each side of the resolution so that debaters can have equal room to maneuver *(a concept that is critical to this paper)*. Having in mind that there will be issues that have to be compromised or conceded, debaters begin to prioritize arguments in order of importance. Debaters have to ask themselves, "given the information in this round what ground am I willing to give, and what ground am I prepared to defend?"

This is also a very important concept in real world exchanges. It is the inherent nature of humans to propose and prioritize options based on their needs. A child asking for a raise in allowance may request $5 hoping for $2.50 for comic books, and an additional $2.50 for snacks and candy. Realizing that she will likely not receive all $5 the child feels as though if she allows her parents to rule out snacks and candy, she may still reeeive an additional $2.50. Since the comic books were the top priority even though the child did not get all that she requested she still maintained enough ground to get what she felt she needed.

Step three outlines a very effective communication strategy grounded primarily in argumentation. Through using prioritization, students can learn how to identify and defend the ground they really need in order to meet their goals.

Step four:
Share frames of reference

Jargon is very important in competitive debate. It provides clarity and direction to those participating. Whether it is in stock issues, or value criteria, debaters deal with terms an untrained person could not understand or evaluate without some explanation. Debaters also use evidence to support claims they have made which are grounded in this jargon. For the competitive debate round this works very well as participants are expected to know the jargon and be able to analyze the evidence. In essence they have a reference for the round before it starts.

In real world exchanges people also use jargon. Often contexted in evidence based on their experiences, one person's frame of reference may be drastically different from another's. This can make the transfer of information very difficult. Often times teachers try to interest their students in the subject at hand by referencing personal anecdotes. If the teacher's frame of reference differs too greatly from the student's, the anecdote may hold no significance to the student. However, if a teacher references the information in a context that is relevant to the student's own background and experience or allows the student to provide the reference, she/he will likely understand the concept on a deeper level and make it his/her own.

Step three teaches that it is necessary to go into any communicative exchange with a critical mass of information about all the parties involved. If all parties in the exchange can understand the reference and context of the other, the exchange has a greater chance of meeting its objective.

Step five:
Equity of exchange:

Competitive debate usually requires an adherence to time limits within the round. This provides structure and helps to ensure that debates are not one-sided exchanges.

This strictly adhered to concept in competition is extremely significant in other forms of communication as well. Society often focuses on the "lecture" concept of conveying information. Parents lecture their children on the rules of the house. Teachers lecture their students on classroom information. Employers lecture their employees on goals of the workplace. Unfortunately, typical to all these examples is the fact that the recipient of the lecture rarely has ground for information exchange. Without the ability to analyze, speak about,

clash with, and contest information, children, students, and employees fall victim to one-sided information transfers.

Step five culminates in the ultimate empowerment of all parties. With each participant understanding and believing in the value of the other participants, ethical, empowered exchanges are likely to occur.

THE SCENARIOS:

Scenario One:
A New Instructor

Background: Often times, empowering the teacher is just as important as empowering the student. As an instructor enters into a teaching situation for the first time, conflict may arise between the instructor and administrators ou the approach to be taken to reach curriculum goals. Due to different frames of reference, a concise, logical approach is needed to establish cohesion.

SCENARIO:

Step One, Identify or Formulate Objectives: The objective step in this situation would suggest that the new teacher initiate a preliminary meeting with the supervisor. (Department head, principal, graduate student advisor, etc.) In this meeting, the two parties would have the opportunity to discuss curriculum goals. Both parties could then further outline the goals and establish both primary and secondary objectives. This action is crucial in laying the foundation necessary to the success of the second step.

Step Two, Define terms and concepts: Once the primary and seeondary objectives are agreed upon, the instructor and supervisor can alleviate more uncertainty through establishing definitions. For example, if the new instructor was to teach Oral Communication 101, there may be some questions as to what constitutes a proficient student speaker. The definition phase allows the instructor and supervisor to decide if by a proficient student speaker they mean a student that can simply write a speech, deliver a speech, or perhaps a combination of both. Having determined that a combination of both is called for, the instructor can develop activities better suited to meet the agreed upon definitions and the two parties are then ready to move on to step three.

Step Three, prioritize positions: In stage three, the concept of ground comes to the forefront. For instance, the new instructor may be just out of college where group activities and concepts where heavily stressed. In developing activities to her/his strength, the new instructor may want to only use classroom activities that promote group development. Understanding the instructors need to feel comfortable in the classroom but at the same time aware that the students need to be competent in more than just group based activities, the supervisor may want to propose a compromise. For instance, he/she may identify certain classroom activities that are conducive to promoting individual critical thinking skills as well as incorporating them into a group activity. By prioritizing ground (group work for the new instructor and individual critical thinking skills for the superior), both parties were able to give enough ground to keep the exchange healthy, yet maintain enough ground to accomplish their goals.

Step Four, share frames of reference: At this point, it becomes important for the two parties involved to exchange their frames of reference with each other. It is imperative to the new instructor that his/her supervisor understands the need to focus on group work. While in college, the instructor was in a program that heavily stressed group projects and work. The concepts of group dynamics and group work are what the instructor feels most comfortable with in teaching to others. In turn, the supervisor needs to convey past troubles with students passing Oral Communication unable to display individual critical thinking skills while giving presentations. Other instructors and the community had been voicing their displeasure concerning the current situation. By examining each others frame of reference upon entering the exchange, it becomes easier for the two parties to allow one another to stand firmly on their own ground.

Step Five, equity of exchange:

In many cases, new instructors are often polarized. They may simply teach those areas where they have had previous experience and feel most comfortable, or they may be given guidelines and be eneouraged to strictly use them. If the two parties in this scenario follow the prescription, this will not be the case. The new instructor will allow the administrator to take time to explain the current situation and the strengths and problems that may exist. Upon finishing, the superior will allow the instructor to offer his/her own suggestions that allow their particular area of interest to be fully explored. At the point where both teacher and administrator values and realizes the importance of the other's input, an equity of exchange has occurred.

SCENARIO TWO:

The Case of the High School Teacher

Background: Taking what is known about the prescription the focus now turns to the secondary classroom. In scenario two an upper middle class, privately educated high school teacher finds herself teaching in an inner city high school. The high school is composed primarily of students from financially challenged backgrounds, broken homes, and rough urban childhoods. The teacher realizes that if she formulates her leetures (the class is American History) based on her own teachings and experiences she may very well lose her students. By utilizing the prescription she is able to effectively reach her students while teaching valuable history lessons.

SCENARIO:

Step One, Identify or formulate objective:

The objective step for this situation leans toward elementary in execution but remains vitally important. Upon the first meeting of the class the teacher and the students must determine what the purpose and goal of the class is. In cases involving high school curricula subject matter is almost always pre-determined. It is nevertheless important for students to discover ways in which they

can use the material and establish what their goals will be. To the extent it is possible, it would be beneficial if the students could have input on assignments and exercises used to teach the material.

Step Two, define terms and concepts:

After the goals of the course are established, it is time to define the terms. This is the stage where the students help define what is being taught. If one of the objectives is to identify individuals who have had a "positive impact" on the "women's movement" of the 20th century, students would he led through a discussion where they define "positive impact" and "women's movement". This would help focus the discussion as well as teach students to identify criteria for how to measure "positive impact".

Step Three, prioritize positions:

In this phase the teacher would make decisions about what was most important to least important to cover, in descending order. The teacher might believe education and medicine should be first and second. She would lead the class in a discussion where the students would try to decide what is most important to study. For example, students interested in medicine might think it most important to look at female doctors and what impact they had on medicine. Students interested in education would argue for a unit on the importance of women teachers. Students who value home schooling and stay at-home mothers might argue for a unit on the contribution mother/educators had on highly respected citizens. In this compromise, both parties have their goals accomplished and learn the valuable lesson that time helps dictate how much can be completed and forces prioritization.

Step Four, share frames of reference:

Step four is possibly the most crucial step in this particular scenario. As mentioned in the background information, the students and the teacher come from two very different sets of circumstances. This is where open dialogue between student and teacher becomes a necessity. It will be very easy for the teacher to explain to the students her background and "where she is coming from". It will be more difficult however to get that information from the students. For this reason the teacher must utilize initial class meetings to give the students time to "tell a little about themselves". In this phase the students will explore questions such as "how has this impacted my life and community?" and "If we were to change A, B, and C, what consequences would it have?"

Step Five, equity of exchange:

Just by following the prescription in setting up the class the teacher has already achieved a large amount of equity in exchange, but it is imperative that it does not stop there. As the semester continues the teacher and students must continue to work together to ensure that the original objective is met and that an understanding of individual ground is present so that the teacher and the students may feel empowered. This can be accomplished if the teacher continues to include the class in its direction. If the students feel involved in the decision making process, they are more likely to feel responsible for their own learning and thus empowered. At the point where students and teacher realize the value of each other's viewpoints equity of exchange has begun.

SCENARIO THREE:

The Case of the Father and Son

Background:

Scenario three is the end result of learner empowerment in the classroom. This scenario finds a young man from the American History class in Scenario two attempting to start a new relationship with his father after having been raised for the last 10 years by only his mother. Having faced difficult life circumstances the father is making an attempt to re-enter his sons life. The father and son have never really known each other and find it difficult to relate. After following the prescription the two make positive strides in establishing a new relationship.

SCENARIO:

Step One, identify or formulate objectives:

Upon discovering that his father wishes to be a part of his life, the son initiates an exchange with his father. His intention is to use the method his high school teacher used in setting up his history class so that they might be successful in their reunion. In this exchange they make clear the objective; to find a way to enter each other's lives without compromising who they are. This gives the father and the son a goal, and an objective based on that goal, as they progress through the prescription.

Step Two, define terms and concepts:

For the father, entering his sons life means being involved in it daily and advising and counseling him as to the ways of the world. This is not what the son envisions. The son wants a slow exposure to his father. He believes he needs the counsel of a male role model but does not want to be subjected to it all at once. The two then decide to define "entering each others lives" as spending time together getting to know one another on a gradual basis. This narrows the exchange to a point where both can feel comfortable, and provides direction for what they wish to accomplish.

Step Three, prioritize positions:

Now the father and son must establish ground so that the new familial exchange is not without structure. The father feels as though it is important that he learns more about what his son is doing regarding employment and money. He feels that getting close to his son on this level affords him the opportunity to help his son avoid some of the same mistakes he made as a youth. The son on the other hand is more concerned with his education and securing money for college. He has seen the difficulty his father has faced and has decided the answer is a college education. Knowing where the priorities, the two come to a solution. The father agrees to help his son focus on his education as long as the son agrees that part of that focus will be working to save money for his college expenses. By prioritizing ground the two are able to reach a common solution that meets both needs.

Step Four, share frames of reference:

In this stage, the father and son

understand each other's ground but do not have a clear context for where the other is coming from. During this part of the exchange the father must attempt to paint a picture for his son as to why he has been absent for all these years, and why he feels the way he does about promoting the work ethic in his son. He must explain that his absence was due to his inability to support his family, and though this does not make his actions right it may open his son's eyes to his perspective. In turn the son must attempt to make his father realize how difficult it was growing up with only one parent and why it is so important to him that he gain his college education and secure a living before he has a family. By understanding these frames of reference the two will be better equipped to achieve the prioritized goals of their new relationship.

Step Five, equity of exchange:

In the final step of this exchange the two must realize the value of each other. The student, having been empowered by his teacher to better his relationship with his father, must now ensure that his father achieves the same empowerment. The two have to continue with proactive dialogue, and the son has to be sure that his father is afforded the same opportunity to develop as he was. Through this equity of exchange the empowered student has not only become the teacher, but has empowered his father to deal responsibly with other relationships in his life.

These three scenarios illustrate the cycle that is initiated with focus on "empowered learning". It is the belief of this paper that incorporating the argumentation concept of "discovery of ground" into the regular classroom would be an effective way of achieving the goals of empowered learning. We have begun to use this prescription and have experienced competitive success, and generated interest in the classroom. More importantly we have begun to see translation into the ways our students approach problem solving in relationships they have outside of class.

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*(**Michael Fisher** is in his seventh year as the Director of Forensics at Arkansas State University. He sponsors Policy debate, Parliamentary debate, and Public Debate.*

***Craig LaPointe** is a senior Speech Communications major at Arkansas State University. He is from Gainesville (FL) and plans to direct a forensics program in the future.*

***Keith Peterson** is a graduate assistant in the Department of Speech Communication at Arkansas State University. He is the Assistant Director of Debate. His primary interests are Parliamentary and Public debate.*

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COACHING AND WELLNESS

by
Clark D. Olson, Ph.D.

New Prescriptions for an Old Problem

It began like any normal tournament day. The alarm clock buzzed at 4:30 AM and Coach rolled out of bed in order to be at school by 5:15 to meet the bus, which, as always, was late. Fortunately, all 22-team members showed up on time, but a judge was missing when Coach told the driver they had to leave for the 2-hour drive to the tournament. Once there, Coach had to explain the missing judge, which would now mean he and his other judges would have to "cover" those rounds with their rounds off. After wolfing down three jelly donuts, Coach headed across campus to his first round, only to discover that one of the teams was late and would be forfeiting. "Why didn't they tell me that at the judging table?" Coach wondered as his sipped his now lukewarm coffee. Fortunately, it was one of his long time friends who was running the tournament, so his anger didn't last long. In fact, the flustered tournament director met him at the donut table midway through the first round and asked if he'd be willing to help in the tabulation room, since one of the regular tab staff was feeling sick. Eager to miss those "extra rounds" Coach agreed, but somewhat reluctantly, since he knew the tournament director was not all that well organized and had a different philosophy about running tournaments. But it was a "close tournament," one Coach couldn't afford to have his squad miss. The morning was a success, with rounds being only an hour late as Coaeh picked up a cold slice of pizza from the nearly empty box after talking to 20 of his 22-team members and being sure that they had eaten. The tournament ended at 8:30, but the same two team members who'd been missing at lunch were no where to be found. When they did get to the bus at 9:30, Coach had already missed the dinner reservation at Perkins and decided to make a quick stop at McDonalds. Forty-five minutes later everyone was fed on the bus and headed home, and Coach gave similar instructions for the time schedule for tomorrow, the second day of the tournament. At least tomorrow the tournament would be over, even though awards wasn't scheduled until 9:00 and was likely to start late. The papers he'd planned to grade during his rounds off were still in his brief case and lesson plans for Monday weren't quite finished. How much more of this can I take, Coach thought as he looked into the mirror? It was 12:30 and he'd just gotten home. He remembered what he looked like at 25- only a few pounds overweight, but then by 35 he'd been 20 pounds heavier, and the late night dinners and lack of exercise had increased that surplus to 50 pounds- Coach had given up any notion of getting back this svelte figure. After all, once his wife had left him 7 years ago, there wasn't much hope of meeting anyone new with his schedule. At 45, he had a good life: his students adored him; he'd won 3 state titles and considered himself a success. But he wondered, just the same as he finished his last cigarette of the day and tossed aside the empty pack. He'd always considered himself healthy, but a flash of doubt crossed his mind as he breathed heavily climbing the stairs to bed.

If you could identify with any aspeet of this narrative (and most anyone in forensics probably can) then the issue of "wellness" is one that is particularly pertinent, if not overdue, in a consideration of providing steps for successful coaching. The purpose of this essay is to detail aspects of forensics that may pose particular problems to the health of coaches and explicate the potential consequences of those behaviors. Finally, I will propose prospective solutions that can be undertaken to make coaching a more healthful activity in the long term.

There is little doubt that the role of forensics coach is a demanding one. The personal rewards are great in terms of satisfaction and personal esteem. However, the demands on eoaching year after year can exact a great toll on the most important aspect of a coach's life: his/her health.

What causes this lack of concern for health, both on the part of ourselves and the part of our students? Two reasons emerge: the necessity of routine, and the role of competition. Forensics coaches become creatures of habit. Tournament schedules become ingrained into one's psyche-the same tournaments exist on the same weekends year after year, and it becomes our obligation to attend the majority of these tournaments as often school districts will not let students travel without the person in charge. Today, the forensics season lasts year round. Students are already planning which debate/individual events workshops to attend during the summer before the NFL tournament is ever completed. The debate topic is released in the spring, prior to a current season ever being completed, so one rarely has a moment not to consider the topic, much less worry about finding the latest topic for a winning oration or discovering new interpreta-

tion material. Tournament schedules become ingrained into an academic calendar and weekend after weekend become devoted to supporting tournaments that are necessary to accomplish the goals of success at a state or national level. The scenario described above, while seemingly inhuman, becomes routine, happening weekend after weekend, year after year. Soon, patterns of behavior that seem unhealthy become integrated into a schedule that is necessary to insure the measures of success we find rewarding.

This leads to the second reason why forensics continues to be unhealthy: competition. Like a drug, we become addicted to the thrill of winning. We know and reward the notion of striving to the best, and are cognizant of the fact that winning requires sacrifice. And too often, what we're willing to sacrifice is our health and subsequently, the health of our students. We believe that more is better, and so work to integrate as many competitive experiences as possible into the school year. In an era of tight budgets, we feel obligated to get the biggest bang for our buck and so are willing to compromise on a variety of health issues to get our fill of competition.

The thrill of competition carries with it a heavy toll—the stress of success and the striving to meet it. To relieve this stress, we often turn to known carcinogens, such as drugs, alcohol or tobacco, or use such "legal" means as satisfying our hunger with food-whatever is available. The adrenaline rush often means fifteen to eighteen hour days, with few breaks, other than to squeeze in a meal of fatty donuts, fast food, or well-meaning, but high in calorie prepared foods, prepared by mothers eager to do their share to promote the forensic activity. Sleep often becomes a luxury, as we struggle to minimize classes missed by traveling late at night or early in the morning to reach tournament destinations. The stress of supervising students, being in loco parentis to them, often can yield sleepless nights, periods of high stress, and the desire to just get away from it all—something easy to do given the ready availability of drugs, alcohol and tobacco.

The consequences of such behaviors, weekend after weekend, become immeasurable, both physically and psychologically. In his startling narrative Leland (1996) details the cumulative effect of poor nutrition, lack of sleep, exercise and stress: a near death sentence from a physician. Excessive travel, constant administrative demands, stress, lack of physical activity, abuse of alcohol, tobacco and drugs are all a harbinger for physical collapse. Is it any wonder that when we look around a typical tournament and see those who've been in the activity year after year, we see individuals who are overweight, prematurely aged, and just plain tired: walking risks for heart and lung disease to say nothing of a host of other physical risks?

If the physical consequences are not dire enough, researchers have found significant negative consequences to psychological health as well. Forensics can easily become an all-consuming activity, leaving little time to devote to a successful family life. Jones (1997) found a high incident of divorce among coaches involved in forensics, largely due to the enormous time demands and excessive travel required. Cronn-Mills (1999) found in the college ranks of the top ten programs nationally, that all directors were single. And Deaton, Glenn, Millsap Millsap (1997) found a negative impact on family life for those involved in debate. To be honest, forensics attracts like-minded individuals, so that peer groups of friends tend to consist of only those involved in the activity, leaving little time or energy available to devote to other persons or interests.

Even the way competitive forensics encourages one to think is in terms of a win/lose mentality. Carried over into personal relationships, it's easy to believe that every disagreement needs a winner and a loser, and as people skilled in argumentation, we often can cognitively result as the winner. But at what price? Often the interpersonal relationships most important to us are not familiar with this win/lose mentality, where every issue is debatable and each discussion has a clear winner and loser. Maintaining successful long-term interpersonal relationships becomes difficult with this mindset, to say nothing of the excessive demands of daily teaching and then coaching on weekends. Such behaviors tend to become all consuming, and year after year adding up to a lifestyle that is unhealthy and down right dangerous (Burnett & Olson 1998).

And if this is the lifestyle we're willing to engage in for ourselves, imagine the message we're sending to our impressionable students, who revere us and work to emulate our behaviors. Could we truly be consigning an entire generation of forensics participants to the unhealthy lifestyle we have fallen into?

Fortunately, some forensic educators are beginning to confront the issues of wellness in forensics and even propose solutions to make and activity that has spiraled into one of unhealthiness, into one that better promotes wellness for all involved. While those involved in forensics are among the most highly educated, this new awareness of heath risks may come as a surprise. What is no surprise is that for educated folk, our consciousness toward health issues is low. And that is where the issue of wellness in forensics must begin. Initially, its time to take a long look at the behaviors we've been engaging in for years and evaluate what might be dangerous trends. Dr. Donald Ardell (1979, 1982, 1994) has provided a model for wellness that includes nutritional awareness, physical fitness, stress awareness, environmental sensitivity, and a safe and supportive work environment. These dimensions of his wellness continuum seem an appropriate place to begin.

Nutritional awareness relates to the role of food in one's life and the effect it has on one's body. Could decades of fast food, Saturdays filled with donuts, high fat tournament food, and between round snacks, combined with late night dinners with little time for

proper digestion be improved? Of course, allowing more time at tournaments for meals, striving to provide a variety of choices for meals, serving healthy food, salads, sandwiches, etc. instead of fatty hot dogs or fast foods is a first step. Some tournaments even work to provide water, power bars, Gatorade, etc. between rounds to help participants keep up their energy. While tournament schedules may need to be revised to allow for a proper evening meal, the first level of consciousness for wellness can often be through nutrition.

Physical fitness is on dimension of wellness that frequently gets overlooked in an activity that rewards glib and impassioned speaking. However, just as athletic coaches encourage awareness for one's body, so can forensic coaches extend their concern beyond merely the mouth! At the very least, we should be aware of our own health. Such concepts as ideal weight, heart and stress rate, cholesterol levels, etc. should be of primary concern for wellness. In an era of eating disorders among teens, we can encourage our students to be aware of such concepts as well. But beyond awareness, must come a commitment to take physical fitness seriously. Developing exercise programs, even simple ones, encouraging walking habits, and integrating physical fitness as part of a coaching routine are all ways to improve this dimension of wellness.

There is no doubt that being a forensic educator is a stressful job, which often manifests itself in unhealthy habits such as use of tobacco or drugs or abuse of alcohol. Being cognizant of what stress relievers work for each of us is paramount. Perhaps it's exercise, meditation, and just doing better planning so one doesn't always feel in such a rush. Shortening tournament days can also allow more time for decompression after the thrill of competition.

Environmental sensitivity is perhaps the most difficult to control, but is key to an overall wellness mentality. Here, forensic travel patterns can be examined. As tournament schedules become ingrained rituals, perhaps it's time to reexamine each tournament to see if it's absolutely necessary to attend. Scaling back the beginning of the season has actually been found to have competitive benefits by the time national tournaments roll around as students, and coaches are less exhausted (Olson, in press2). It's time to realize that not all tournaments are created equal, some tournaments run better than others, and not every school needs to, nor should be expected, to host a tournament. Perhaps the economic theory of supply and demand should more closely govern forensics tournaments. Those tournaments that are efficiently run, on time, impartial events that also integrate wellness into their schedule should be supported, while other tournaments that actively disregard wellness, though perhaps providing competitive advantages, need to be sacrificed in order to encourage the health and wellness of oneself and one's team.

Finally, a safe and supportive work environment is key to becoming a fully functioning and healthy human being. Eschewing bad habits and those who engage in them is one measure of improving one's work environments. Carefully planned travel, not taking extraordinary risks driving late at night, or on roads compromised by weather conditions is important as well. While these measures may result in some additional costs, the risks associated with negative consequences are far greater. Ultimately, one needs to be conscious of his/her entire environment, engaging in spiritual pursuits if one so desires, having adequate time to cultivate a positive family life and develop non forensic friends who provide a balance to the constant awareness of one's involvement in forensics are important steps toward maximizing one's overall health.

At the center of Ardell's model is the notion of self-responsibility, that it is up to each person to be cognizant and involved in the dimensions of wellness that impact him/her. As a concept, it's time for wellness to be prioritized for coaches. As such, it can be discussed and ideas can be developed on a regional or state level. At the collegiate level, wellness initiatives have bee passed by the American Forensic Association's National Individual Events Tournament and by several districts as well. Fortunately, advances have already been made in terms of integrating wellness into one's forensic carcer (Carver 1996; Hatfield, Hatfield & Caver 1989) and models created for healthy tournaments, (Olson, in press1).

But discussion alone will not achieve wellness. All the initiatives and ideas do no good if one does not start at the center with self-responsibility. Even moderate changes can be proof that we have not given up on our own health and can encourage our students and other forensic educators to follow suit and prioritize wellness. The time has come when wellness must become integral to the forensic activity. For too long, this wonderful activity has focused solely on the benefits of research, critical thinking, presentational skills, and self-confidence. It's time to add one more dimension to the benefits hailed from participation in forensics. To continue to ignore the issue of wellness only puts each of us, as well as our students, in greater jeopardy. Are we up to the task?

(Dr. Olson is a professor in the Hugh Downs School of Human Communication and was the Director of Forensics for fifteen years at Arizona State University)

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Building a Team-Oriented Approach to Success

by
Stefan Bauschard

Introduction

Competitively, policy debate operates in a space that rewards both individual success and team performance. While a generic emphasis on individual success is usually considered to be at odds with group success or team performance, the reward structure that has built into the structure of policy debate creates the opportunity for the individual to be rewarded for both individual success and the success of the team. Debaters are rewarded for their individual success with speaker awards, rewarded for their success as a two person team with placement plaques, and are rewarded for group success with either high squad rankings or sweepstakes awards. The opportunities that are created by the structure, however, need to be taken advantage of and reinforced by coaches who are active supporters of a team-oriented squad. The educational and competitive benefits of a team-oriented approach are significant enough to warrant attention to building a team dynamic.

The Benefits of the Team Approach

There are many benefits to a team-oriented approach. Squads that function well as a team are likely to win more debates than those who do not, are more likely to graduate debaters who see debate as a productive interpersonal experience, and are more likely to benefit educationally from the experience.

Competitively. Working together as a team establishes greater opportunity in argument creation, strategy, research, and overall support. The larger the number of team members that are contributing toward the goal of winning individual debates, the more ideas for arguments that are likely to be generated both individually and as a result of interactive discussions between two or more members of the team. In this regard, team discussions begin to function as a hypertextual learning environment where the linkages between many ideas becomes arguments of their own. The larger the number of active participants, the greater the number of linkages and opportunities for generative interaction.

> ***Coaching in its purest sense is getting the team to play as one***
> *— John Odom, coach of the Wake Forest Deamon Deacons*

A well-functioning team provides not only opportunities for the generation of arguments but also the raw material that is needed to generate those arguments. This raw material encompasses both raw energy and pure brain power. The material encompasses a number of factors including time spent scouting arguments that need to be need to be replicated, developed or beaten; time spent online or in the library gathering articles or citations; time spent reading the articles in search of the holy grail; time spent processing evidence and typing citations, time spent blocking the arguments' time spent copying those briefs; and time spent coaching and teaching the argument to other debaters. This significance of this raw material is multiplied at tournaments where there is a demand to complete this tasks in record time. The raw material of a cooperating team enables teams to both have more information and to take advantage of information, particularly scouting information.

Personally. Most debaters debate either for the thrill of winning or because they find that the friendships that they have built through the community are rewarding. For those debaters who are not as competitively successful as others, those interpersonal relationships are likely to be the glue that keeps them on the team. Interpersonal interaction is rewarding, develops opportunities for friendships, and encourages students to stay involved in debate.

Educationally. Since the beginning of this century, more than 575 experimental studies and 100 correlational studies have been conducted on cooperative learning by a variety of researchers in different subject areas and settings (Johnson, Johnson, & Smith, 1995). Learning together has been found to increase critical thinking, foster the development of interpersonal relationships, and improve overall psychological health (Hendrix, 1999; Mills & Durden, 1992; Slavin, 1996).

According to Ruggiero (1988), it is the method of teaching, not the content studied, that determines whether or not an individual is able to think critically. Cooperative learning is an excellent way to promote critical thinking because it is a method that involves structured discussion, emphasizes problem solving, and encourages verbal learning methods that enhance the development of metacognition (McKeachie, 1988). Extensive research supports the claim that cooperative learning enhances critical thinking (Johnson & Johnson, 1995; McKeachie, 1988; Newmann & Thompson, 1987). Cooperative learning promotes the development of interpersonal relationships and interpersonal skills because it exposes students to perspectives that are different than their own (Johnson & Johnson, & Smith, 1995), encourages students to support one another (Johnson &

Johnson, 1975), and promotes pro-social behavior. Working together encourages students to get to know and trust one another, to communicate openly, to accept and support one another, and to resolve conflicts constructively. Johnson & Johnson (1995) report that cooperative learning facilitates commitment to each other's learning and reductions in absenteeism.

Beyond the development of critical thinking, interpersonal relationships, and positive psychological health, cooperative learning increases academic achievement for a number of reasons. Research in cognitive psychology (Annis, 1979) has found that if information is to be retained and integrated with other information the learner will engage in cognitive restructuring of the material. Students have to conceptualize and organize the material differently when they are learning it than when they are teaching it (Bargh & Schul, 1980).

Seeking Advice From Great Coaches

Debate coaches are not the only individuals who are concerned with the importance of building a successful team that will work to the benefit of the whole. Anyone who has even played little league or participated in middle school sports has heard about the signifieance of teamwork from a number of athletic coaches who understand the importance of functioning as a team. For an athletic coach, teamwork is the mantra because no individual wins unless the entire team does. While this distinctions makes that situation unique from policy where individual two-person teams can enjoy success, it is useful to draw upon the advice of successful coaches for ideas of how to promote team-building.

All successful college athletic coaches have spoken to the importance of team building. John Wooden, the former UCLA coaching great who won 10 NCAA titles, explains that, "No matter how great your product, if your sales department doesn't produce, you won't get the results you want. Different departments must all function well for the company to succeed. Different individuals must also function well for the departments to succeed. It takes all doing their best" (1997, p. 75). And, Penn State coaching great Joe Paterno adds, "People are surprised when I say that one of the things we talk about in a locker room is love. I just cannot adequately describe the love that permeates a good football team" (p. 130).

A number of former college athletic coaches offer specific suggestions for increasing the teamwork. In the remainder of this article I will explore some of those specific suggestions.

Conveying the significance of the team. Former Princeton coach Pete Carril (1997) says that the importance of teamwork is something that must be continually reinforced by the coach. Most individual debaters, particularly younger debaters, will not understand the importance of the team dynamic. These debaters will only be concerned with their own success as individuals and with the progress of their own two-person team. These debaters are not likely to understand the significance of attending tournaments that they may not think will directly benefit them, of producing arguments that they will not necessarily use, of building the overall reputation of the program, and dividing resources in a way that provide appropriate opportunities for all. Coaches need to articulate the need for this to their debaters.

Provide an opportunity for each to contribute. Carril (1997) says that a coach needs to be able to find a way for each player on the team to make a contribution. Rick Pitino (1997) adds that each person must have "a significant role, not matter what it might be" (p. 39). He says that even though some of the players will always be stronger than others, if a coach can find something that even the overall weaker players can uniquely contribute, the coach will motivate those players to work harder throughout the entire season. Since some debaters will invariably be stronger than others, each debater on the team will not succeed if success is defined solely in terms of competitive performance. In order to keep those debaters involved, it is important that coaches focus on contributions that each individual is able to make.

Build in a reward structure. Coach Wooden (1997), explains how it would interesting to award three points to the team that successfully runs a "screen and a roll, give and go, then cuts in and makes a nice basket." Wooden says that this is important because it rewards a team for teamwork. It is easy to imagine a similar reward structure for debate. Perhaps judges could indicate a score on the ballot how well the team works together. Factors the judge could consider include: do the partners get along, do their arguments compliment and strengthen each other, do they avoid confusion as a team, are their cross-examinations mutually reinforcing? Within the current structure coaehes simply could reward the two person team that works together the best at the end of the season.

Of course, we do not want to only reward two person team collaboration, but squad-wide collaboration as well. End of season awards could be provided for those individuals who make the largest contribution to the squad throughout the year, whether it be through evidence production, scouting, helping younger debaters with skill development, or any other team building activity that the coach determines is important.

Build teamwork into recruiting. Wake basketball coach John Odom (1998, 97) and Penn State coaching great Joe Paterno (1989, 219) speak to the importance of building the importance of team building into recruiting. While the concept of recruiting is more relevant for college coaches than high school coaches, it makes some sense to recruit individuals for the team who you think are either good team players or you think you can teach to be good team players. Odom articulates the importance of recruiting players who will fit well into the team; you need a great combination. You need someone who is a team leader, a few who are just contributors, someone who will hold the team together, and someone who will cut a lot of evidence.

If your whole team can only excel at one of those, it probably will not be too useful. If individuals on the team can each excel at those individually and are great team players, the significance of the contribution is even larger.

Encouraging Punctuality. Pete Carril (1997, 106), Princeton's basketball coach for over 25 years, articulates the importance of punctuality. If people are not punctual, it delays practice/ squad meetings and the team cannot work together as a whole.

Teambuilding rhetoric. Odom (1998, 118) stresses the importance of promoting team building rhetoric. He says that it is important to teach players that they need to articulate their goals in terms of the goals of the team. For example, "I want to be the best I can be so the team can be the best it can be." Working with players on their team-based rhetoric can help them keep their focus on the team. Debate coaches need to not only promote team building verbally, but try to instill teambuilding rhetoric as a part of everyday conversation.

Conclusion

Developing a squad that works well together will take a substantial amount of effort from a conscientious coach. Some of the greatest coaches of our time have offered advice for building a team that works well together. These suggestions include conveying the significance of overall team performance to the debaters, reinforcing that through team-focused rhetoric, finding ways for each debater to contribute, encouraging punctuality, and promoting team building in recruiting and retention. While committing to each of these suggestions will require a substantial amount of time and energy on the part of the coach, the educational and competitive benefits that will result from those efforts make the effort worthwhile.

(Stefan Bauschard is Debate Coach at Boston College and is well known for his website The Hitchhiker's Companion to the 2000-2001 CX Debate Topic located at http://www.oneparadigm.com/00hh.html and his Secondary Sources website at http://www.secondarysources.com/.

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CHECKLIST FOR MANAGING AND HOSTING A DEBATE TOURNAMENT

by
Alfred C. Snider

PLANNING:
BEFORE THE YEAR STARTS

- Select a date - ask advice, check for conflicts, see if nearby schools will attend, see what kind of tournament (divisions, rounds, days) people want.
- Contact a nearby hotel - shop around, gain a good price for rooms, reserve some, establish a date they will hold them until, gain any free rooms or special offers they might grant.
- Create a tournament schedule - leave lots of time, consider movement time from building to building, 2 hours per debate (2.5 hours college), extra long lunch breaks if they have to leave campus, consider power pairing breaks.
- Distribute invitations - mail them, put them in results paekets at other tournaments, distribute them by hand to other coaches you see, add it to league or other calendars,, put the invitation of a debate listserv, make a webpage for it.
- Plan a budget. Make your fees reflect your costs.

IMPLEMENTING:
IN THE WEEKS BEFORE THE TOURNAMENT

- Reserve rooms to fit your needs and schedule. Always get more rooms than you need.
- Awards - shop around, get a good price, don't wait to order them, keep engraved parts separate from awards so you can use them again if fewer teams show up.
- Ballots - get ballots from NFL or make your own, make sure you have enough, include elimination rounds.
- Plan refreshments - negotiate with campus catering or provide your own, make sure coffee gets started brewing very early in the AM, consider providing snaeks for power pairing breaks. Buy bulk candy and snacks to have available.
- Put out a publicity release to local press, but especially to campus publicity and send it to all administrators you want to know about your event.
- Accept entries as they come in, call people to confirm they are coming even if they don't know precisely which teams, create a file and list of teams and judges.

STAGING THE EVENT:
IN THE DAYS BEFORE

- Reconfirm room reservations, make extra copies of your supporting documents to show to teachers who "just assume" they can use rooms, alert custodial and security.
- Plan registration for hotel or campus, have people to staff it, prepare receipts and have change in a cash box. Take good records of all funds received. Whenever possible, have all checks made payable to your school, not to you. Deposit it in your team account.
- Reconfirm refreshments and who is responsible for them.
- Count numbers of teams and judges and make sure you have enough judges. If not, start recruiting them.
- Put out another publicity release.
- Make sure you have a copier near the tabulation room to copy pairings and results.
- Prepare a welcome book with entries, schedules, and maps of campus and how to get to local eateries. Print it for distribution at registration and have them available during the tournament.
- If using computerized tab software run a dummy tournament several days in advance to make sure you understand it and there are no bugs.

DURING THE TOURNAMENT:
WHEN IT ALL HAPPENS

- Have your students and supporters signed up for specific tasks and/or on call to help with things.
- Establish a ballot distribution and collection table.
- Use computerized pairing software (Mac = TRM, PC = SMART Tournament Administrator

- or -

- Create team and judge cards.
- Randomly pair preset rounds.
- Record results on cards as they come in.
- Pair power paired rounds.
- Determine top teams and speakers.
- Prepare elimination round bracket (1-8, 2-7, 3-6, 4-5).
- Have awards assembly: thanks, awards, keep it short.
- Prepare and distribute results sheets and ballots in a packet for each school.

AFTER THE TOURNAMENT:
IN THE WEEK FOLLOWING

- Publicize the results to the debate community and also in a press release.
- Prepare a financial balance sheet to have on hand in case anyone asks.
- Send thank you notes to those who helped you.
- Start planning your next tournament and use what you learned.

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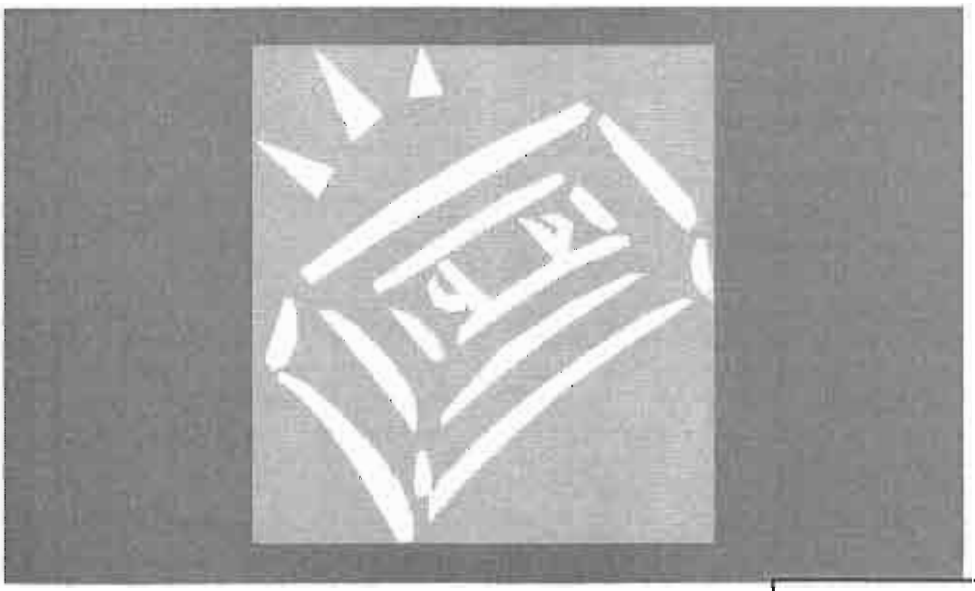

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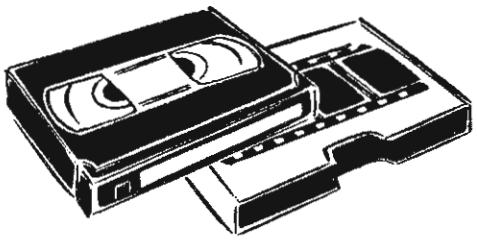

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Evolving the Role of College Student Coaches in High School Forensics

by
Richard Pineda

Collegiate and high school forensics programs share a unique relationship. Forensics activities such as individual events and debate open up a new world of extracurricular involvement and act as a conduit to direct students to colleges and universities, especially for those interested in forensics competition at the collegiate level. Collegiate forensics in turn is often the base of new argument types, performance selections, and speaking styles that diffuse into the high school level. The relationship is fueled by the interaction of high school competitors, collegiate competitors and coaches. The proliferation of summer debate and individual workshops has increased this contact between the high school and collegiate communities at all levels of intensity and understanding. Generally, this process has been well received by high school coaches and students alike, who benefit from learning about different perspectives and applying their newfound knowledge in their respective competition spheres. An issue of increasing importance in high school forensics programs is the role of college debate and individual event competitors as coaches. There are many benefits from having college students involved with high school programs and I would like to advance some suggestions to evolve the role of student coaches further.

First, it is important to identify some potential pitfalls in the use of college competitors as coaches. Recognizing these limitations can help better direct the involvement of college students more and optimize the benefits for all involved. I am still surprised by a pattern I have seen in high school programs that graduate students interested in returning their first year in college to coach. More often than not the college student works with the high school program for about a year and then either they become involved heavily with college forensic competition, focus more closely on their academic course load or become involved with other activities. Unfortunately, many times the drop in interest has detrimental effects on the high school program, especially if the program lacks support or might not have an involved coach or sponsor. It is necessary to find a way to make the process of assisting high school forensics programs more rewarding and personally enriching.

Another dilemma occurs when the college student-coach either accepts a role as researcher or falls into a position where they become the major source of team evidence or literature selections and cuttings. Some of the more vocal complaints about college participation in high school forensics stem from this level of involvement. Rather than instructing and teaching high students how to cut literature, compile debate evidence or find topics for speeches, college student-coaches emphasize a method that creates dependency rather than self-sufficiency. To move beyond this obstacle, it is necessary to direct college student-coaches to become a larger part of the education process and not just to facilitate the means to an end.

The role of the student-coach ultimately depends on the high school they assist with and the nature of their own college program. My chief goal in this article is to suggest that the student-coach needs to become more than just a researcher or individual events assistant. Rather, the time is ripe to challenge college student-coaches to become mentors to the high school students. The role of mentor goes beyond sharing speech and debate experience, but rather moves into a relationship that helps high school competitors become more well-rounded, dynamic students. College students have a unique perspective on the process of matriculating into a different level of education and becoming a part of collegiate forensics. They also have a viewpoint on participating in a new kind of educational environment, one that is often hard for other educators to share with high school students. The premium on attending college is ever increasing for high school students, however college preparation for students is sometimes difficult to attain. College student-coaches can facilitate tutoring on subjects in their major or research interest and add a new dimension to their interaction with high school students. Sharing experiences and helping high school students set goals for academic progress can become a new element of the coaching experience. Better students always make better competitors and it helps set a higher standard for those that participate in the various forensics activities. Programs such as the Urban Debate League facilitate student-coaches for high schools that might not otherwise have access to debate coaches and material. As participants in the process can tell you, the reason those programs have such impact is because the student-coaches do more than just coach debaters about arguments or speaking style. Student-coaches in programs like the UDL quickly evolve into mentors and role models, especially as high school students are exposed to more diverse college debate participants. Evolving the mentoring process for more of the college student-coaches involved in high school can open new opportunities for high school competitors and enrich the learning process for college students.

I have discovered that nothing helps reinforce collegiate competitors' own technique and speaking style better than seeing some of their students deal with similar difficulties. Recogniz-

ing their own "bad habits" in their students not only means that they have to help train the high school students how to overcome the incapacity, but that they self-reflect on their own approach. Tutoring students in academic areas can have similar benefits for college students, especially to reinforce participation in their own classes. Motivation is sometimes a difficult resource to harness in forensic competitors and I think that if there are mutually reinforcing patterns stemming from mentoring then it is possible to challenge high school and college students to rise to the occasion. Additionally, coaching helps college students learn more about leadership and the need to maintain professionalism in their status as high school instructors. These lessons can be useful to student-coaches as they become more involved in the academic process and especially if they are considering teaching or becoming part of the educational system.

While my core suggestions are aimed at evolving the role of the college student-coach and the interaction between high school coach and student-coach, there are some possibilities to streamline collegiate participation as well. First, college directors of forensic programs should take an active role in building program connections to high schools, especially in areas that might be regionally constrained. A number of college coaches have already nurtured long term relationships of this nature and should try to generate support for other college programs and insure that a wide spectrum of interests are covered. Since high schools have a wider participation spectrum in debate and individual events there is a greater need to spread the word around college programs that have the requisite background and experience. Rather than privileging one style or event type, college coaches can facilitate network construction with different college programs that support different styles of debate and individual events.

Summer high school institutes do a great job laying a framework for networking between college debaters and high school students, but being able to integrate high school coaches more in these programs would result in greater benefits. College programs can facilitate this by preparing curriculum and even offering continuing education credit to participants. Instructional seminars on the use of college student-coaches can be incorporated into this learning experience. College coaches and their high school counterparts can address a focus on competition pedagogy, responsibility training, conduct, travel responsibilities, and liability issues. Evolving this process for high school coaches exposes them to a wider range of information and can be beneficial in terms of finding college student-coaches for their respective programs.

Many colleges and universities have developed teaching and tutoring programs that are tasked with fostering on-campus academic resources. Programs of this nature can develop curriculum and provide insight on how to prepare college students for the task of mentoring and tutoring. College coaches can best facilitate building a connection between these programs on campus and the high school forensics programs. Additionally, coaches can direct recruiters that are already a part of the college and university system towards these mentoring programs. As colleges and universities seek to diversify their campus population, the well-rounded forensics student can be an appealing addition.

High school and college forensics already share undeniable bonds, but by evolving the important link between college coaches and high school forensics programs it is possible to strengthen and enrich those bonds. My suggestions emphasize connections that already exist and an infrastructure that can be accessed on most college campuses. Building a forensics community that can overcome existing obstacles and provide enhanced benefits for its participants is a goal worthy of increased effort and attention.

(Richard Pineda is a Ph.D. Candidate, Department of Communication, Wayne State University in Detroit, Michigan)

(Iverson/Hoerer from page 28)

and had lacked significant language arts skills such as writing, reading, and organizational abilities. This deficiency can be somewhat attributed to their constant migration. They miss instructional time during those moves in the year. The debate program worked well with these students and they demonstrated a substantial level of improvement in just six weeks. As an addendum, there has been feedback from the students themselves as to the value of this practice. Four of them reported this past summer having achieved A's in the ninth grade second semester English class. The thrust of that class was research and report.

Perhaps the competitive nature of debate (even in small doses) creates a desire to make an effort to read more. The students' desire to read the newspaper and other material creates not only the skills but also the needed motivation to use those skills. Additionally, through the research process they explored an important topic and gained a more sophisticated level of understanding. By being able to think, write, talk, criticize, and explain various ideas on both sides of a topic which is pertinent to their lives, the students found some joy in the learning process.

(Joel Iverson is a Graduate Assistant at the Hugh Downs School of Human Communication at Arizona State University.

Jean Hoerer teaches English and Speech at Richland High School in Colfax, North Dakota and has taught in the Breckenridge Migrant Program for 20 years.)

[1] Iverson, J. (1995). Limited Current Issue Debate Instructor's Guide. Fargo, ND: Division of Independent Study.

The Oral Tradition:

The Importance of Narrative in Debate Coaching

By
Samuel Nelson, Director of Forensics
University of Rochester
Ken R. Johnson, Assistant Debate Coach
University of Rochester

"Teachers' thoughts, perceptions, beliefs, and experience are all aspects of teachers' culture which we need to know about and be aware of as a key factor in education, especially in times of change. Yet this crucial aspect of education is probably undervalued and certainly underresearched. Educational investigations, in general, have paid too little attention to teachers' voices" (Cortazzi 1993, p. 1).

After many years of involvement in debate, we have noticed that debate coaches share three basic kinds of narratives. We call these three categories: enabling stories, cautionary tales, and instructional reports. The purpose of this paper is to describe and give examples of each category and then argue that more sharing of narratives, especially between teachers, should be encouraged.

Branigan argues:

"When people tell stories, anecdotes, and other kinds of narratives, they engage in a perceptual activity that organizes data into a special pattern which represents and explains experience" (Branigan 1992, p. 3).

In preparation for debate competitions, debate coaches often tell their students stories in an effort to help explain what may often seem like a very strange experience. They also share stories with their coaching colleagues. Our observation has been that the enabling story is the most common.

The enabling story is a story that helps a debater understand a new or difficult concept. Sometimes it is used to reinforce or stress a point that the coach thinks is important for the debater to reflect on at a particular moment. The best enabling stories will spark rays of self-confidence in the student. Common enabling stories include narratives about, researching, persevering, and overcoming adversity.

In regards to the latter point, a story many coaches tell deals with the novice debater that loses every debate at a tournament. The novice debater redoubles her efforts and eventually becomes a champion debater. The teller will often make the story personal, as they likely had to face such adversity in the beginning of their own debate career.

The message of the story is clear: "Don't give up. You can do it." The best enabling stories are not necessarily about competitors mercilessly crushing weaker opponents or winning high-pressure debates. We prefer the stories about the dedicated researcher who, after long hours in the library, finds the one argument or piece of evidence that gives her or her team the competitive edge. Stories about "thinking and debating outside the box" are our favorite stories to hear and tell.

Often we tell our students of the time that Professor Bill Shanahan, of Fort Hayes State University, gave a student arguing a civil rights topic almost a perfect rating even though the student remained silent for eight minutes and 55 seconds of a nine-minute speech. The student, an African-American, looked intensely into the eyes of the judge and his opponents before blurting out, "The oppressed have no voice!" in the final second of the speech. Shanahan commented later that he would have given the debater a perfect score had he remained silent the entire speech and just let the judge and his opponents figure out the argument on their own. This story teaches new debaters that orthodoxy is not always rewarded in competitive debate.

Cautionary tales are narratives of warning. They tell a story of debaters and debates gone wrong. Inappropriate personal behavior during the debate is often the theme of such tales. We tell our students of the time two debaters that we coached were in the final round of their first novice debate tournament. The second negative rebuttalist had just sat down and looked at his partner for positive confirmation and support. In a stage voice whisper, loud enough for the 75 audience members to hear clearly, she said: "You are a moron." The message of this story is that supporting your partner with sensitivity and caring is the superior option.

Cautionary tales are also told by coaches to their colleagues. One of our favorites involved a colleague of ours in the Northeast. He had told two new debaters a story of his debating days in which a negative team had put forth a counter-plan advocating anarchy. The coach told how as a debater on the affirmative team he responded by demonstrating how he thought a world without law would look like. He began to simulate chaos by tossing desks and paper and dancing wildly around the room singing slogans he thought anarchists would embrace. He concluded the story by explaining how the judge called him "brilliant" and he won the tournament.

Subsequently, the debaters repeated the strategy their coach had described. The result was disaster. The

judge in the round awarded the team the loss and zero speaker points, reporting that he was extremely frightened during the round and feared to take action lest he be attacked by the wild debaters. The message of this tale is be careful of the narratives you choose to tell to new debaters. It is important for the narrative not to stifle potential creativity, but rather provide the students guidance regarding the nuances of when it is appropriate to employ certain arguments and strategies.

Our favorite cautionary tale has taken on the status of urban legend. We have heard it told involving so many different teams and individuals that we doubt it ever really happened. This may point to a common tendency among many cautionary and enabling narratives: they have often not actually occurred, but are still useful in passing on insights and instruction about the culture of policy debate. The story usually starts with two teams debating a health care topic. The affirmative starts by introducing a plan to ship cadavers to the U.S. for research purposes because of a cadaver shortage to U.S. hospitals. The negative does not know what the word "cadaver" means, but, not wanting to look ignorant, they surmise it is some kind of medical expert. They counter-plan by contending it is a better policy to train U.S. medical doctors to be cadavers. They make statements like, "U.S. doctors have the necessary skills to become cadavers." The point of this cautionary tale is don't be afraid to ask what terms mean in a debate.

Instructional reports are stories told by coaches of drills and exercises that work in teaching students important debating skills. Professor Alfred Snider of the University of Vermont is especially clever at devising these drills and spreading them to others through a variety of forums. The "redo" is done, as the name suggests, when a student repeats a debate speech with the goal of improving it over the first time it was given. At a recent debate tournament, Professor Snider was telling a tale of how a debater from his school was channeling her frustration associated with not doing well into the positive act of "redoing" speeches between debate rounds.

Balloon debating is another drill that coaches learn about through these informal instructional reports. This is especially useful for brand new debaters. Debaters are told to imagine they are thousands of feet in the air in an air balloon that has a leak. They can choose to be any person, fiction or non-fiction, living or dead. They are then asked to argue why they should be spared from being tossed from the balloon, which can only sustain the weight of one person to avoid crashing. Debaters often find it easy to discuss the merits of sparing the life of an admired person. The concept of clash is easily introduced by this "game." We have also heard of reward-based rather than punishment-based versions of this exercise.

Cortazzi argues that:

"In narrative, teachers not only recall and report experience, they repeat and recreate it. Through narrative, the meaning of experience is reorganized and reconstructed, both for tellers and audiences. In telling their narratives, teachers are rehearsing, redefining, and regenerating their personal and professional selves, since self is what we believe ourselves to be, our self-narrative" (Cortazzi, 1993, p. 139).

This being the case, it would logically follow that those organizations and individuals interested in fostering debate education should spend significant effort promoting, telling, and listening to narratives of all types from a diverse group of debate educators. Not only will these stories enrich the lives of those who will hear them, but also there will be a multiplier effect with each subsequent telling as the story hearer becomes to story teller and incorporates her own unique insights and perspectives.

Perhaps narratives will be told about the effort to arrange and organize this narrative session. They could be enabling stories with the point of encouraging others to arrange their own forums where stories are swapped by groups of debate educators. Some, no doubt, will be cautionary tales retold to ameliorate the hazard of pitfalls and mistakes. At the very least, instructional reports would seem to have an immediate and practical impact for those actually practicing debate education. Regardless, we ignore the possibilities created by the power of the story telling only at the peril of advancing our own knowledge of debate.

Lyotard put it best when he argued:

"And in fact we are always under the influence of some narrative, things have always been told us already, and we ourselves have already been told" (Lyotard 1977).

(***Samuel Nelson*** *is an attorney and the Director of Forensics at the University of Rochester (MN), where he has created a broad based and nationally successful debate program out of a student club in a very few years.*
Ken R. Johnson *is a graduate of Seattle University and debate coach at Rochester (MN).*

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DEBATE AS A WHOLE LANGUAGE TOOL FOR MIGRANT STUDENTS

by
Joel Iverson
and
Jean Hoerer

In the quest for new visions and applications that spread the message that debate is a great method for teaching communication and thinking skills, debate is being taught to an increasingly younger audience. The introduction of the National Junior Forensic League has spurred substantial discussion about debate and speech at this age. We present one example of debate as an excellent teaching tool for young students in a summer migrant education program. Specifically, we examine a debate curriculum used in the classroom with junior high aged students of the summer migrant school in Breckenridge, Minnesota. It was a six week long class which included approximately two hours of education time per day. The nine to fifteen students ranged from entering sixth grade to entering eighth grade using the Limited Current Issue Debate (LCID) Instructor's Guide[1].

The class debated whether or not to adopt English and Spanish as official languages. Debate was chosen because the main goal was to get the students to talk and be expressive. Other goals were to improve organizational, reading and research skills. By combining these goals, debate was used as a whole language teaching tool. The students began by not being very vocal. By the time the course was over, they were very verbal and could clearly express their opinions. The students improved their reading skills as well.

One of the important factors for improving reading was the desire to research. Breckenridge is a small school, but they used the library, the internet, and general national newspapers. We used the Breckenridge Middle School Library with which the students were already familiar because they had visited other summers. Once a week we visited the Mildred Johnson Library on the campus of North Dakota State College of Science. Here the students had access to more in depth research materials. In addition to the goals set by the Minnesota State Department of Education, the students learned how a larger media center might be organized and how to search, access and borrow materials in a larger system. Because many of the materials they found useful didn't circulate, they also developed documenting and note-taking skills. Reluctant readers, who many of these migrant students were, need what seems to them a less academic, less tedious stimulus to read. Researching on the computer appealed to these students. When they found articles on their topic on the internet, they had to read them and weigh them for validity.

They were also increasing their knowledge of the use of the computer and the internet without really thinking about the fact that they were improving all of these skills. Most of the students had rarely if ever read a newspaper. National newspapers were brought in and combed daily. The students learned about the different kinds of information found there and how to evaluate its recency, objectivity and its value as support for their arguments. Later in the course, the first question the students would ask is "Did the paper come yet"? Their curiosity directly translated into better researching skills. Many of the students had never used indexes in a library. Through debate they used the library, found sources on the internet, and sorted through the articles to find their evidence. Organizational skills were also nurtured. The students began with very little idea how to organize an argument, a paper, or a speech. They were successful at writing cases and organizing their thoughts and arguments by the end of the course.

The debaters obtained other language arts skills such as memory. They would remember evidence they had seen before when discussing or debating the resolution. Some students were even offering evidence to their opponents during the debate. "Oh, I have a good card for that argument, here!"

Also, students learned more about themselves. Since all of the students were Hispanic and from families that speak a combination of mostly Spanish and some English, the resolution had direct impact on their lives. Many students said in the beginning that it would be hard to see the other side of the argument, but later actually changed some of their opinions about what was really involved with an "official" language. Some students realized that they do not speak "pure" Spanish or English but speak a unique dialect and hybrid (as do most people). This helped to make them aware of their own unique identity.

This class confirms that debate is possible at lower grades with students of varying ability ranges. These students were not academically exceptional

(Iverson/Hoerer to page 25)

CIVICS IN THE CLASSROOM

by Professor Paul Lorentzen, Chair
PER Youth Program Committee
Series - Article 6

With this sixth "Civics in the Classroom" article, we are starting Part II of our series. The first five articles briefly recounted the nature of our form of government in the United States--federal rather than centralized, with separated rather than unitary powers at each of the three levels--and then made the point that with such a decentralized structure the phrase "the government" is quite meaningless without first specifying to what level(s) and branch(es) one is referring.

And then, since the main purpose of this series is to encourage young persons to at least consider government employment, (temporary or permanent), Part I went on to mention the great variety and number of occupations and jobs in the public sector of our country. Finally, we briefly cited the main reasons:

- Why we have a federal (rather than a centralized) form of government--as established by the Founding Fathers in 1787;
- Why there has always been an anti-government feeling in the United States.

Readers new to our series of articles can catch up with the first five articles (Part I) on the Internet (**www.theroundtable.org**).

This, then, is where Part II picks up: Exploring the reasons why public/government employment is not considered a prestigious and sought-after career--as it is in other Western society countries. We shall devote a number of articles to the several reasons for our poor public image of government employment, as well as what (if anything) might be done to improve it.

To begin, this article describes just one of the main factors and lists others that will be considered, thus in effect providing an index to the remainder of Part II in this series.

The first, and perhaps most significant, factor underlying the comparatively low prestige and image of public employment in our country is a geographic one: our country is vast compared to any one of those from which settlers and immigrants came. Here there was for centuries the opportunity to "move on, move west" and thus feel renewed freedom from any rules/regulations/strictures of governmental institutions.

This geographical spaciousness naturally bred a culture of individual independence and reliance primarily on oneself rather than on any kind of government. What little governmental presence existed was mostly local; any higher level government (colonial, state or national) was generally far off and had little daily local impact. That was both an effect of the country's geography as well as a popular desired result thereof.

So not only did geography mean that "government" was a scarce, distant and an almost absent phenomenon. It also meant that people in general considered the need for government other than local very low and the one exception was for the national government to provide military power against the natives and open up the resulting new lands.

The geographic factor, then, provided few opportunities or reason for the public to develop any kind of image of government employment--and certainly no favorable one. Life was generally rural, depended upon one's own labor, and prospered (very nicely, thank you) with hardly any government action or interference.

It is important to close this article by emphasizing that this all-pervasive geographic factor was closely related to the other three main causes for the poor public image of government employment in the United States--and that they in turn were influenced by that factor--thus all four constituting an interdependent web:

- The forces underlying the development of our political sphere
- The shifting relationships between governmental and economic forces
- The role of social classes in our culture

The next three articles will be devoted in turn to each of these factors (and its interrelationships with the others).

(Dr. Paul Lorentzen, Public Employees Roundtable Program Committee Chair provides a bi-monthly article series.)

THE EDGE

IS IT MORE IMPORTANT TO PROTECT RIGHTS OR AVERT WAR?

by David M. Cheshier

This year's policy topic often produces risk assessments where some chance of averting war (as with the typical political power disadvantage impact) must be compared to the benefits of protecting a fundamental right, like privacy itself. Because these values are essentially incommensurable, which is to say they cannot be easily compared since they share no common fundamental basis of comparison, debates like this often seem arbitrarily decided. Sometimes judges end up preferring the impact most eloquently defended in the last rebuttals, as in the case of the critic who might agree that the nation's military preparedness simply matters more than the privacy rights of enlisted gay or lesbian service personnel, based on the rhetorical power of the final hegemony impact card. Or a judge might prefer the sheer emotional power of a rights claim, as might happen in a debate where a critic decides that the nuclear risks following from right-wing terrorist backlash simply must not be endorsed as the basis for refusing to expand the civil rights of racially profiled African Americans. More often the final impact cards are allowed to stand (and are thus compared) on their own terms, as if either side were winning them in totality, a result which can produce a post-round rationale sounding something like: "I just think a total nuclear war is the worst risk imaginable, and must be avoided at all costs."

Too often the very difficult task of weighing incommensurable values is sidestepped by even talented debaters, an outcome which only heightens the risk of seemingly arbitrary judge determinations. Some de-

baters practice the tactics of subterfuge: they hide a decision rule somewhere in the first affirmative, and, hoping the negative will screw it up by failing to respond, then scream on and on about the "dropped (and now absolute) decision rule." And while some develop thoughtful and elaborate philosophical defenses for their position, many others revert to the rhetoric of ridicule, hoping that by simply making fun of grandiose nuclear or rights claims they will succeed in persuading judges to drop them from consideration.

Another popular strategy is simply to assert that one kind of impact subsumes or "captures" the other. Thus 2NC's might argue that "war outweighs the case -- after all, what would the value of autonomy be once we're either dead or fatally irradiated?" Or a 2AC might argue that without privacy (or some other foundational right), life is simply not worth living. While I do not dismiss the potential efficacy of such a strategy (in fact I recommend it in certain cases, detailed later in this essay), most judges simply won't let such assertions carry round-determining power.

Of course these difficulties are not unique to policy debate. Our public life and discussions are often controlled by apparently thoughtlessly made risk comparisons. After one of the presidential debates, I was astonished to hear a Bush supporter argue that, although she thought Gore's environmentalism was necessary to avert global warming "catastrophe" (her word), she intended to vote for the Texas governor anyhow, since she feared that a President Gore would take away her shotgun, making it harder for her to defend the American way of life against some future (minuscule risk of a?) potential dictatorship or military coup attempt. But all of us thoughtlessly endorse risk comparisons unlikely to survive even a moment's scrutiny, falling back either on hyperbole ("they'll have to pry it from my cold, dead hands!) or overly simple "rules of thumb" (as contained, for example, in the old rallying cry of nuclear disarmament advocates, "better Red than dead!"

The difficulty in comparing incommensurable value claims has long occupied political and moral philosophers (not to mention risk analysts), and I will not condense that expanding literature here. Instead, I propose to review some of the most commonly argued (and evidenced) impact assessment evidence, with some final recommendations for how debaters might improve their assessment of uncommon impacts. Although evidence on these issues is often read by sources as diverse as the philosopher of science Nicholas Rescher, political philosopher George Kateb, and existentialist theorists Haim and Rivca Gordon (the "Gordon and Gordon" evidence), I will focus here on the contrary positions taken by Jonathan Schell and Daniel Callahan. Understanding their well supported claims (each featured prominently in a major book-length study), on their own terms and without going into the broader literatures each references, may help debaters improve their argumentative sophistication regarding difficult to compare impact claims.

Why Averting Nuclear War Risk Matters Most

Among the most famous arguments made for preferencing nuclear risks over all else was Jonathan Schell's influential book, *The Fate of the Earth* (Alfred Knopf, 1982). An extension of an essay written for the *New Yorker*, Schell's position appeared at a moment of great national drama for American and European decisionmakers. In the United States, debate raged over the proposal to implement a nuclear freeze - the idea was that whether unilateral disarmament was justified or not, a sane alternative would be to simply freeze weapons production where it stood. Ronald Reagan, then President, insisted that a freeze would lock in American inferiority relative to the military strength of the Soviet Union, and that a freeze would jeopardize America's bargaining position in arms control talks. In such a context of heightened attention, Jonathan Schell argued that nuclear risks had been improperly understood.

The most common use of Schell is to read evidence from the book which stipulates the risk of nuclear annihilation as infinite. "A full-scale nuclear holocaust is more than the sum of its local parts; it is also a powerful direct blow to the ecosphere. In that sense, a holocaust is to the earth as a single bomb is to a city," says Schell (19). A nuclear war, should it occur, is in Schell's account an epochally singular event. By destroying all human life (either through direct detonation, nuclear fallout, or subsequent genetic damage), the calculation of lives lost is effectively infinite, since not only this generation but every possible future generation disappears - this Schell refers to as the "second death."

Here is how Schell puts its:

> ...it is clear that at present, with some twenty thousand megatons of nuelear explosive power in existence, and with more being added every day, we have entered into the zone of uncertainty, which is to say the zone of risk of extinetion. But the mere risk of extinction has a significance that is eategorically different from, and immeasurably greater than that of any other risk, and as we make our decisions we have to take that significance into account. Up to now, every risk has been contained within the frame of life; extinction would shatter the frame. It represents not the defeat of some purpose but an abyss in which all human purposes would be drowned for all time. We have no right to place the possibility of this limitless, eternal defeat on the same footing as risks that we run in the ordinary conduct of our affairs in our particular transient moment of human history. To employ a mathematical analogy, we can say that although the risk of extinction may be fractional, the stake is, humanly speaking, infinite, and a fraction of infinity is still infinity. In other words, once we learn that a holocaust might lead to extinetion we have no right to gamble, because if we lose, the game will be over, and neither we nor anyone else will ever get another chanee. Therefore, although scientifically speaking, there is all the differenee in the world between the mere possibility that a holocaust will bring about extinction and the certainty of it, morally they are the same, and we have no choice but to address the issue of nuclear weapons as though we knew for a eertainty that their use would put an end to our speeies. (95)

These are powerful words, with an obvious utility in debates where nuclear risks are being assessed. Of course one must be careful not to misuse Schell's argument. He cannot be saying that any risk a policy decision might culminate in eventual nuclear usage has to weighted as a 100% certain extinction risk. Such a claim is on the face of it unsustainable since any and every conceivable action might entail an infinitesimally small heightening of nuclear risk. To treat Schell as implying this would produce genuine decisional paralysis ("if I put my left shoe on first, then there's a 0.0000000.1% chance of nuclear war, which is infinite; but if I put my right shoe on first..."). Schell implicitly recognizes this by acknowledging that from his argument "it does not follow that any action is permitted as long as it serves the end of preventing extinction" (130). And in a literal mathematical sense Schell's formulation seems to provide little guidance when it comes to comparing relative nuclear risks (since it implies that a 1% chance of nuclear war should count as infinitely large as a 99% chance, when surely we would prefer the former to the latter).

The calculation does have direct relevance to debates where rights are

counterposed to nuclear risks, and Schell devotes a section of his essay to thinking through the ethical issues arising from his position. He spends some time refuting, for example, the argument of Karl Jaspers that because there are some principles and circumstances warranting self-sacrifice ("some things worth dying for"), total self-destruction is not necessarily implausible or unreasonable (with Jaspers we have an eloquent articulation of what was once called the "better dead than Red" argument). Schell finds this point of view unsustainable.

But Schell doe not reject all ethical considerations, nor does he subordinate everything to survival. Rather, he defends a more nuanced ethical position of relevance to those defending rights against war. Conceding that there is "nothing in thc teachings of either Socrates or Christ that could justify the extinction of mankind," he also adds that "neither is there anything that would justify the commission of crimes in order to prevent extinction" (134). And, by way of an analogy to the death camps of World War II, Schell makes clear that even a preeminent concern with survival does not "take precedencc over the obligation to treat others decently" (136).

Yet it remains the case that these can be difficult distinctions to keep clear in the heat of a fast-paced debate. Thus the Schell evidence has now been read for almost twenty years to make clear the logic which requires counting nuclear risks as larger than any competing good, life or rights.

Why Protecting Rights Matters Most

Among the arguments commonly advanced to heighten the relative weighting of rights over war is the one contained in Daniel Callahan's often-cited *The Tyranny of Survival and Other Pathologies of Civilized Life* (Macmillan, 1973). Callahan, who remains one of the most thoughtful commentators on ethical issues, centered his argument on the triple threats of unrestrained individualism, technology, and "survivalism." The essay does not argue against these forces in all their potential manifestations, but their combination in contemporary culture can, he warns, produce dangerous hubris. As he puts it in the preface: "Put individualism, technology and an obsession with survival together - that is when the whole house of cards will burn down" (xiv). Using a series of case studies, ccntered on such topics as population control and genetic engineering, Callahan makes his case that some reasonable balance needs to be struck, given the pervasiveness of technology in our world, between the imperatives of individualism and survivalism which in many respects Callahan considers individualism's opposite).

Most of the Callahan evidence read in debates comes from the fourth chapter of *Survival*. There, Callahan lays out in more detail his concern that today the logics of individualism (that is, the idea that I should be able to have anything I want) and survivalism (the idea that rampant individualism threatens the whole world) "arc being pushed to a *reductio ad absurdum*" (86). This has happened becausc of previously unimaginable technological changes. The nuclear bomb, for example, forces all of us to consider the potentially catastrophic consequenees of individual prejudices gone astray. And overpopulation, which Callahan judges a consequence of technological innovation, poses the problem even more starkly, since the freedom to procreate is both a fundamental individual choice and, taken to excess, a phenomenon threatening planetary survival. "A concern for survival - global and national - has overshadowed the myriad other arguments for population limitation... The notion of extinction, utter extinction, is the most unbearable thought of all."

The danger, in Callahan's thinking, is especially acute since as humans we want to havc it both ways. We desperately want to survive, as he puts it, but we are not content to settle for *mere* survival. We understand in the abstract the threats posed by problems like nuclear proliferation, but still assign them a low priority in our collective decisionmaking. But these paradoxes only worsen our plight, creating an opening for the dictators in our midst to step forward, leaders all too willing to use the pretext of mortal threats to completely rob us of our liberties. This is the tyranny of survival:

> In the name of survival, all manner of social and political cvils have been committed against the rights of individuals, including the right to life. The purported threat of Communist domination has for over two dccades fueled the drive for militarists for ever-larger defense budgets, no matter what the cost to other social needs. During World War II, native Japanese-Americans were hcrded, without due process of law, into detention camps. The policy was later upheld by the Supreme Court in *Korematsu v. United States* (1944) in the general context that a threat to national seeurity can justify acts otherwise blatantly unjustifiable. The survival of the Aryan race was one of the official legitimations of Nazism. (91).

And, cxploiting our understandable interest in survival, these historical instances are likely to recur:

> There seems to be no imaginable evil which some group is not willing to inflict on another for the sake of survival, no rights, liberties or dignities which it is not ready to suppress... The potential tyranny of survival as a value is that it is capable, if not treated sanely, of wiping out all other values. Survival can become an obsession and a discase, provoking a destructive singlemindedness that will stop at nothing. (92-93).

The utility of this kind of evidence is only obvious when one reeognizes that debate appeals for the judge to act based on threats to survival enact precisely this poisonous logic. That is, when someone argues that the risk of a ballistic-missile-deployment nuclear war exceeds the benefits of privacy protection, they may be confirming Callahan's worst fear: that the rabid and overheated rhetorics of survivalism end up not only failing to protect rights, but finally produce the end of survival itself.

But debaters who wish to either defend or respond to Callahan's argument should keep in mind several facts:

First, it's not clear that the rhetorical appeals typical of competitive policy debate really implicate the extremism Callahan is warning against. Short of the most severe potential 2NR claims, such as the argument that *any* risk of war outweighs rights violations, the mere mention of offsetting war risks does not inevitably trigger Callahan's warning.

To see why this is so (after all, some might see a direct connection between the typical impact assessments of the 2NR and Callahan's position), we must recall that Callahan is not urging us to wholly ignore threats to survival. Instead,

> ...the problem is to find a way of living with and profiting from technology, and of controlling population growth, size and distribution which is as morally viable as it is pragmatically effective. A balance will have to be devised, of the most delicate kind. A number of steps are necessary, the first of which is to analyze the various types of supposed threats to survival. At the very least, we need to know which are real and which are imaginary, which are of the essence and which are fantasies. (93-94)

But of course this is to say nothing more than that we must weigh competing interests, and when the negative poses an objection to privacy policy arguably all they are doing is introducing an issue to be weighed.

Now Callahan does assuredly believe

that survivalist language is too easily thrown around, and he expresses skepticism regarding totalizing nuclear war claims. As he puts it, "the spectre of total human extinction is a chimera, providing a poor base upon which to build a concern for the necessity to control technology" (95). And this fact can obviously serve as the basis of an affirmative claim that extreme impact claims are nothing more than bombast, hollow threats only capable of rationalizing tyranny. But even here Callahan leaves open the possibility of worthwhile discussion over survival risks. "These remarks," he writes, "are not means to dismiss survival as a concern. If the concept is understood in a wider, nonliteral sense, it is serviceable and important. Let me stipulate that sense as the continuation of the human species at a level of health and subsistence which makes possible the development of culture and individual self-fulfillment" (95).

Second, despite the obvious eloquence of Callahan's argument, are his claims finally more sophisticated than the contrary argument that "no one would have rights in an irradiated world"? Perhaps not. That is, the power of Callahan's position is simply that it provides another instance of what I shortly discuss as "trumping claims," arguments that bridge the incommensurable distance between starkly alternative value systems (rights/life) by translating one issue into the language of the other. Callahan's point (as used in most debates) is that objecting to rights on survivalism grounds ends up threatening all rights. I mention this fact only so students will not be needlessly diverted by the rhetorical power of Callahan's position; it is perfectly reasonable to reply to Callahan by mentioning that *not* considering survival issues ends up threatening all rights too (since rights would assuredly be among the first victims of total nuclear war).

Suggestions for Improving Your Own Impact Assessments

Permit me to close by offering five quick recommendations about handling the inevitably difficult impact debates over incommensurable values. First, where possible assess your impact in ways that trump decision rules to the contrary. If decision rule evidence is read proving that rights have to take precedence over all other competing utility claims, then make arguments for why devastating utilitarian consequences will also end up subverting rights as well. It is admittedly a blunt and usually unpersuasive claim when debaters say things like, "in an irradiated world no one will care about their privacy." But more subtle uses of these lines of attack can also prove decisive.

Second, it is absolutely essential that debaters invest the time necessary to explore these intricate claims. Too often debates are charactcrized by quick cross-examination exchanges where some effort is made to reveal the absurdity of the evidenced decision rule. But as often these probes, and the concessions they reveal, fail to find their way back into the structured responses. Or, worse yet, decision rules are totally dropped. Time must be spent to undercut absolute rights or life claims, even if necessary in time constrained speeches like the 1AR.

Third, debaters must work to avoid permitting the debate to come down to totalizing claims. Neither Schell and Callahan, as I've tried to illustrate, can be reduced to the simplistic tags often attributed to their work. But to make inroads against the most widely read evidence from these and other sources requires a particular understanding of their overall positions. If such inroads are not made, arguers can rest assured their opponent's late rebuttals will convert nuance into absolutism, often to the detriment of intellectual integrity.

Fourth, I recommend that debaters get in the habit of both offering and efficiently answering the major available decision rules. It is productive, in my view, to practice by participating in small-scale mini-debates on these issues, since it takes practice to economically defend and attack these persuasive positions. Ideally, debaters should rehearse on these positions (and I mean here to include other sources beyond Schell and Callahan, including Rescher, Gordon & Gordon, and Kateb) to the point of complete efficiency and eloquence, so that when the quick card is read, it will not take long to respond effectively.

Finally, it is absolutely essential that students familiarize themselves with the usual impact assessment arguments, and the literatures they are reacting to an anticipating. One cannot adequately respond to the Gordon and Gordon evidence (from their book *Sartre and Evil*) without some understanding of the existential tradition which grounds their work. Nor can one understand Rescher's final position on the assessment of low-probability catastrophic risks without reading both his book (called *Risk*) and the broader literature on risk assessment.

Of course the arguments are complex. But they are also vitally important in a world which too often evades serious discussion about the serious final consequences of our collective actions. And so whether debaters will ever feel they have definitively resolved these long-standing questions or not, the journey will prove worthwhile even if the destination remains obscured from view.

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

TRAGIC ACCIDENT.....

On November 5, 2000 two Highland High School (UT) student debaters returning from a debate tournament at USC (CA) were killed. Coach David S. Smith and the entire NFL community mom the loss of these young debaters..

Funeral services were held for **Jeffrey Scott Horman**, age 14 on Saturday, November 11 and for **Eric David Sabodski**, age 17 on Thursday, November 9.

Jeffrey Scott Horman loved skateboarding, snow and water skiing, knee and wake boarding and especially joking and kidding around with all his family and friends. He was everyone's life of the party. **Jeffrey** received two Presidential Scholar awards and the Hope of America Award.

Eric David Sabodski was an avid snowboarder, enjoyed bicycling, "hangin' with his friends", and believed that "skateboarding" , "is not a crime." **Eric** was a senior at Highland High School and served as president of the debate club.

Heartfelt sympathy goes out to the family members, and friends of Jeffrey and Eric.

THE URBAN DEBATE TEAM

by

William C. Thomas

THEY DO COME; BUT IT IS SLOW

CHAPTER III

BELIEF IN MY STUDENTS

Besides the talk before the first novice tournament of each year, there is also another ceremony I practice before each tournament: We tumble off the bus, gather in a circle, and hold hands. I tell them what their competition is like, what I've seen my students do toward turning themselves around during the previous week, tell them to do their best, and then I tell them that I believe in them.

Most students understand its purpose: They know that I care a great deal about them and that I care a great deal about my job and doing it well. They also know it from a spiritual standpoint: "Mr. Thomas, until you told me I could do it, that day before the Denver tournament, I didn't think I could. When you told me you believed in me, and holding hands with Kerry on one side of me and Sam on the other side, I could feel, like, electricity," Jackie told me. "It was like I could do it and win, but even if I didn't, you'd still be proud of me if I tried my hardest."

Like all other years, that "building" year was filled with my inquiring how the students did after every round, carefully reading their ballots and making comments on them, seriously commenting on their work and performance, and returning the ballots promptly to the students the Monday following the tournament. And, as we still do, whether or not we have team members in the finals rounds, we stay to watch, to study our competition, and to learn from them.

By the time we entered the State Qualification Tournament in mid-February, I already knew that we would not enter anyone for State, and I had the same feeling about the National Qualification Tournament in April. We did not do very well at the National Qualifying Congress in January, and I knew that the students hadn't worked as hard as they might.

Yet, in spite of all the losses, we persisted because the only way we would get better was by competing, seeing the competition and getting it through our heads that we could do what they did. I hoped a few competitors would remain the next year and I hoped that the few modest ribbons won during this first year would set the tone for the next. We attended a total of eighteen tournaments, and before each tournament, I sincerely told them I believed in them because I knew that I believed in the potential they had. Every teacher does this in one way or another, and sometimes has to teach the same lesson over and over again until the students meet the expectations that the teacher has. In my case, it took an entire season; but it was worth it because of the educational gains made.

A suburban colleague once described a building year as "one of the most hopeless and least desirable years" of her life, yet , remembering it five years later, "it changed my attitude toward my profession, toward what was important, toward winning. When I was at Intelligent High School, it wasn't a problem to have a star debater or an excellent orator—those kids were all over the place—but when I agreed to coach Speech at Lachrymose, I was lucky to have kids who could read; much less compete in Speech. I had to train them, to teach them manners, to teach them study skills—they didn't even know the basics of being students! But it made a difference to them and to me. Oh, many days I just wanted to go home and cry—take up smoking again, maybe. It was pathetic. I had one kid who signed on as a Humor reader who couldn't read—literally, he couldn't read! The way he learned his script was to memorize it after I taped it for him. Then we worked out the gestures.

"Exhausting, isn't it?" She nodded at her own wisdom. "But it's worth it, if you believe Speech is worth it." She gestured at the competitors milling around us in the lunchroom at Tournament X. "But that same kid managed to show the poise and confidence at an interview that landed him a full scholarship to an art school in New York. That was what my building year did. I'd never do it again—unless I had to, of course—but recruiting the kids, the excitement, the hours of practice—you're totally focused because you know you're building the future, really building it—not just satisfying the school board with a raised test score that drops the next year—these kids really know their stuff. And it's not because they're more intelligent; some of them are dumber than rocks; but they want something that they can take from high school that's theirs. That they can hang onto.

"That's all a building year is—something to hang onto. The starting point of a journey that wears you out by the time you've built the team and the kids are winning. But it has its attractions," she added. "It has its attractions. It's something you've built, and it's something the kids won't ever forget. They won't remember the Latin teacher or the gym teacher, but they'll remember you—beeause, in a building year, they have a stake in what's being built and they do their best to help you build it. Isn't that really why we're teachers? Because we want to affect the future?"

GREATNESS LIES IN SMALL SUCCESSES

For the National Qualification Tournament, our duo interpretation team was withdrawn after one of the competitors hit his head on the concrete of the parking lot at the host school and was taken away in an ambulance. The three others competed for three rounds and stayed throughout the tournament because I required them to. They watched Humorous Interpretation, mostly, and their coach helped out with judging and other duties. The season was over and the team had been a failure.

But was it a failure? I'd mentioned earlier that my success in this first year lay in educational attainment. It did not lie in trophies and letter jackets and standing ovations at awards ceremonies: It was much more basic. Mack, whose reading level was

sixth grade when last tested, now read with the comprehension and analysis of tenth grade; Khalid, whose grasp of English was sometimes comical because he wasn't sure of his phrasing, was able to write short, effective, simple, subject-verb sentences that hung together and developed a thought. Julian, whose reading ability was at the ninth grade level, raised it to the eleventh grade, and Tom learned to respect his teachers. Candy, who wanted to be an actress, began to learn that her voice needed changing in order to play a role; and Mitzi, who wanted to learn poise, was poised enough to take the lead in her school play a year after she first signed up for Speech. Hunh, whose quiet intelligence was masked by her uncertainties with the English language was able to use that language effectively enough to find herself a well-paying job.

I realize that with the exception of Mack and Julian, whose reading scores I studied, and with Khalid, whose college Composition professor I have spoken with, the rest of the results are anecdotal and tinged with subjectivity. Possibly, the careful reader could ask, these students all had some other influence? Possibly, the careful reader could ask, these students exhibited all these traits at the beginning, but Mr. Thomas was not perceptive enough to realize them?

Those are certainly possibilities. However, it has always amazed me that students who have taken Speech seem to be more confident and more knowledgeable than those who haven't. Maybe the same argument can be made about football players; but I doubt it because those who lose at football don't seem to find much else to do with themselves afterwards. Those who lose at Speech still seem to find plenty to do and plenty of ability to do it with. I do have a personal note about Tom, two years after he became the spark that ignited the Fillmore Speech Team: He's in college now, and on a full scholarship in Competitive Speech. He is one of the college team's "events" speakers: Doing everything from Extemporaneous Speaking to Poetry Interpretation. He has won several awards. He plans to major in Speech/Communications and he wants to become a teacher.

His former counselor just shakes his head and smiles. "Funny what a teacher can do for a student," he remarks.

"Building...," Continued

But this story of "building" does not end in mid-February. I wish it did. The school calendar does not allow that, however. I still had four months with four independent study students whose work suddenly did not include competition.

I still had Mack do Extemp. Speeches. I handed Dierdre a textbook on Debate. I had Tom look at Humor scripts. When Julian showed up for class, which he did irregularly, I had him do Extemp speeches. I kept at it until the end of the year. The students from British Literature, Accelerated, finding no extra credit, worked harder on George Eliot and Charles Dickens; the students in Oral Communication joined the rest of the class in some very dreary poetry interpretation, dramatic interpretation, and methods of parliamentary procedure.

And two of my independent study students, Tom and Mack, arranged and promoted and helped the success of a speech team fundraiser, held two months after the season ended: a quick and clean example of Public Relations ability and chutzpah called "Kiss the Goat." Teachers were approached by Mack and Tom, asked if they'd consent to kiss a real goat if they raised enough money, and then a coffee can was put on their desks for donations. The teacher with the most donations won the honor of kissing the goat at the spring sports rally. Although the fundraiser lasted only two weeks, it raised enough money to send Tom to debate camp that summer. Although the goat was not especially happy about the situation in which it found itself, the teacher whose donations made her win was very happy about the attention she received.

Even though this activity sounds like it was outside the purview of building a speech team, it was essential to our success, because it indicated that the speech team would be around the next year. There is something heartening about a fund raising activity in an urban school: it demonstrates commitment on the part of the teacher to be there the next year and on the part of the fund raisers to use that money wisely, whether the funds raised total fifty cents or three hundred dollars: It indicates a permanence.

Of course, there was still recruiting. It went on until the last day of the semester.

"I know the pain you feel," I told one young man in Drama class as I sat next to him, during the last three minutes, waiting for the bell to ring. "You hide behind the hair in front of your eyes so no one will see the pain. But you're wrong. I've got you pegged."

"What?" he asked. He was a ninth grader in a dirty nylon jacket. He was not really very sociable and discouraged all comers with a scowl that could have melted frozen butter.

"You and I both know that you have some talent.," I whispered, "But you don't use it because you're afraid that people will be amazed that you've shown it and expect it again and again. Well, I know there's talent there. I know you can do it again and again. I know you only want to use that talent. Why don't you join Speech?"

"What's wrong with you?" he asked, truly interested.

"You're not the only one whose feelings make you burn inside. You're not the only one whose talent makes you wish you didn't have any. Join Speech."

The bell rang.

That boy joined Speech. His hair is no longer in his eyes. He is a junior now.

Tom's approach was more whimsical. He met Sonja somewhere and decided that she could read poetry. He grabbed her hand, probably told her about some fictional island he owned in the Caribbean, and took her to her counselor to enroll in Speech.

At the end of the semester, I had six independent study students. One was Dierdre. The rest would never resemble her. Julian and Mack would continue to plug away at *memorizing facts about Guyana; Tom would work on Humor, Drama, Duo Interpretation, Extemp, and Oratory; Sonja would work on Poetry and Oratory; and Celeste, who entered at the end of the season but plugged away at a year's worth of work, accomplishing it in half that time, worked on everything pertaining to Speech.*

And what about the fate of this Speech Team? It continued into its second year because the students understood how real it was and would not let it die. Tom went to James Buchanan High School the next year; Sonja went to Nebraska; Dierdre renounced the honest grade she'd been awarded for lack of preparation and work; Mack went to Michigan; Julian went to Grover Cleveland High School; and Celeste wound up with her family in Puerto Vallarta.

Yet Millard Fillmore High School had a speech team that was ready to meet the challenges of a new principal and a new year—and beat the odds against an urban school—and it was mainly due to the fact that I would be there the next year.

A word about principals and speech teams: No matter how sincere the principal's words about providing a speech class the next year, he/she must bow to the

reality of numbers and he/she must determine if such a class, (even if staffed with only thirteen students), will be offered in the fall. A Speech class was not offered in the fall, even though thirteen students had signed up for it. Those students were moved into Choral Singing instead. Some of them are still there; droning their tin vocals to the delight of the music teacher. Speech, suffice it to say, was not offered the following fall—except as an independent study I looked at that, and my heart sank. What I had hoped: A speech team as a class in an urban high school, had been eradicated.

It happens often enough in an urban high school, and likely, it happens in a suburban high school: The program where the students truly succeed is ignored because the test scores in one year aren't high enough. A principal doesn't have enough time to evaluate the long-term effects of challenge or eruditon or to determine whether its proponents (meaning me) are reliable.

And yet, the Millard Fillmore Speech Team, minus its spark, minus those who made it happen, survived. It happened, in spite of the old principal's cutting of the class, and in spite of the sponsor's heartbreak. It survived. It survived because it was an entity of its own. It survived because the students saw something worthwhile and were determined to keep it. Robert remained; new people joined. Candy remained. New blood was pumped in from Oral Communications and British Literature, Accelerated.

How did it survive? Possibly, for the cynical, through administrative neglect. The principal, during that time, had a lot on his mind—and as long as speech didn't interfere with it, he was happy to let it alone. The independent studies could continue. Mr. Thomas could continue his fruitless crusade.

DO YOU DEAL WITH "NORMAL" KIDS?

What's a "normal" kid?

If "normal" means an adolescent who does his homework regularly, has few "issues" regarding how he looks, acts, interacts with peers, and has a "loving" and "sound" family that encourages his efforts, yes.

Anne comes from a "normal" family where learning is valued; where hard work is valued. Ken is a hard worker whose job at 7-11 provides food for his father and his younger brother. Isiah works at a health club because he wants to "develop" his body in his spare time. Hoa takes care of her little sisters when her parents are at work.

They do not do drugs; they do not violate curfew restrictions. These are "normal" kids who join the Speech Team and who are as welcome as the "abnormal." They work when they must; they rest when they can. They are the backbone of the Speech Team and are expected to mingle with the more unusual students. They usually do.

That they are all included: The dysfunctional and the normal; the ridiculous and the serious, is one of the beauties and successes of the urban speech team.

By our second year, the speech team was ready to become a class. Not a shared class with Mythology, but a Competitive Speech class. I had ten independent study students, five Oral Communication speakers, and four seekers of extra credit from British Literature, Accelerated.

The trick was to convince the new principal that a Competitive Speech class should be instituted as part of the course offerings. First: would at least fourteen students sign up for it; and second: which of my English courses could be removed in order to make a way for it?

Was an assistant principal in favor of it? Not really. Unlike another of the failed attempts at school-to-career programs, which completely changed the schedules of an English teacher and a Foreign language teacher, there was no administrative support for a Speech class; Nor was there a perceived need for one. Speech is not a "flashy" course. People don't usually associate it with glamour or with real understanding. "Drama" is flashy. One thinks of dressing in black, holding a skull, and a lone spotlight in a crowded auditorium when one thinks of Drama. Mention Journalism to some and they think of newspapers; of free speech against all odds; of setting the world on fire with vindictive and rational prose. Mention British Literature and one thinks of Chaucer and Shakespeare; the inspiration that molded a proud nation. These are profound; moving. They are high culture. They are extremely sexy. Mention Speech and Forensics to most people, and if they don't associate it with Speech Therapy, they think of either an extremely intimidating course where grades are awarded for the most boring verbal dissertation in the world, or a course where everybody "lets it all out" and displays emotions all hour. Both stereotypes are misleading, but both stereotypes still exist in the minds of many administrators because they got very little out of their required public speaking classes in college and never learned the analysis or the connection between speaking well and writing well which can make competence in Speech an extremely valuable tool for any professional.

"Speech will teach you poise," I tell the students. "Speech will teach you to become a better citizen. If you want to learn to bore people, you can; but not in this class. We look at every aspect of what you say and how you say it. We study your little mannerisms and your little bad habits." (Here, I jingle my keys in my pocket, and continue), "When I was twelve, I was subjected to an extremely bad speaker who cleared his throat (I clear my throat severely) several times, jangled his keys, didn't pronounce his words correctly, ("dadn't prununce is wurds kerektly"), and exhibited the posture of a small child left on SPIN cycle in the washing machine."

I straighten, take my hand out of my pocket, breathe deeply, and continue: *"In this class, you will also learn to argue. You will learn how to argue logically and you learn how to analyze what is said to you by anybody; and I do mean <u>anybody</u>."*

These are the promises I make every year to my speech classes; and those students who persevere learn to analyze, question, and deduce truth from what is said to them everyday. This is also why Speech lacks administrative support as well as support from many English departments in any urban school: Because the students ask "Why?", instead of obeying arbitrary rules or authority in a docile manner. Their questions may be politely proffered; but the answers given are examined in light of what "goodness" may lie therein for the student population and for the school as a whole. The students are learning to discover truth.

THE ROOTS OF SPEECH

The students learn and use their learning to discover truth quite honestly and quite naturally; they are impelled toward it by the oldest trait of learning known: The Question. That's the basis of the Socratic method: If this is so, then what happens if—?" Aristotle, probably the founder of modern debate, believed that questioning would ultimately bring truth, and truth was "the good." To Aristotle, "the good" ultimately led mankind to live life well. It led

man to live life logically. Speech students are taught that logic. They are taught, as Aristotle prescribed, to ignore "feelings" because they have no valid basis in reality. Actions and honest attempts to explain those actions should be the basis of truth. Actions should be motivated by a sincere desire to arrive at a workable and beneficial solution for all. Even though Conservatives and Liberals decry the interpretations of the United States Supreme Court, it is Aristotealeanism in action, because it seeks to find "the good" for the citizens of the United States.

A less dramatic example would be Linda's problem in finding a date for the Senior Prom. Vincent, whom she is attracted to, has not asked her, so she has wisely decided to attend Prom with Mike, who is handsome and funny, highly attracted to her, and fun to be with. A few days before Prom, Vincent confesses that he has been shy about asking her to Prom because he is afraid of being turned down. What should Linda do? Should she go with Vincent after all; or with Mike?

She goes with Mike to Prom. Although her explanation is somewhat obfuscating, the summary is clear: Mike has the guts to ask her and is considerate of her dilemma in being "dateless." Unlike Vincent, Mike understands that Linda needs an escort who will joke with her friends and act at ease with them. Mike will also be a proper escort because he wishes to please Linda.

Although Linda's "feelings" were telling her otherwise, her decision to attend Prom with Mike was for "the good" because Mike mixed well with her friends, enjoyed himself, was solicitous of her welfare, and was at ease with her. Vincent would have been stiff, formal, and cold.

I realize that a discussion of Aristotle could overwhelm the rest of this book; however, the search for "the good" in this very simple example is indicative of what Speech can do for a student, and what the elements of Speech can do for any student.

At the roots of Psychoanalysis is "The Question."

In any of the parables of Jesus is "The Question" of wrong or right; of goodness versus badness.

In any self-help book found on the shelves of bookstores today is "The Question:"

AM I TOO FAT? WILL I FIND HAPPINESS? DOES GOD EXIST? IS MY INNER SELF REALLY A TRICYCLE?

Any successful trial lawyer, any successful legislator, any successful car seller will tell you, when asked the secret of his/her success: "I knew what question to ask."

This is the root of Speech.

This is why a successful public speaker was prized more than a scribe during Plato's time; this is why the Oracle at Delphi was venerated above the populace; this is why the Bard of Celtic Mythology is still venerated in Scotland, Ireland, and Wales: Because he/she seeks the truth through questions; and through those questions finds "the good."

SPEECH AND THE STATUS QUO

One of my Science colleagues admitted that "we don't have students who really perform Science until the graduate level; we merely replicate results. If something goes wrong in an experiment, giving the high school student a chance to learn something about it, something different from what rote task he is supposed to be learning, we discourage it because we don't have time to really get to the basis of learning—discovery. So year after year, we praise students who can identify parts of a worm, dissect it properly, and move on to the frog. There is lots to be memorized; and lots of learning postponed."

I've thought about that statement a great deal. When I teach Literature, for instance, I always stress the same tired themes because they're expected. The student whose paper reflects those themes and clearly defines them is rewarded while the student whose thoughts on a work may be unconventional or not completely thought out is not rewarded.

Pragmatically, I realize, had we world enough and time, this could go on in every class, but there are only a certain number of days in a school year, students do want to graduate, and their maturity will probably make them better scholars in college than in high school anyway. So, like any of my conscientious colleagues, I drill my students on the "things they need to know," grade their responses, and largely look for rote learning; not inspiration. The occasional "inspired" student in these classes, I hope, finds a niche in college that will allow him/her to achieve true potential.

This is the status quo.

Speech is not the status quo. Speech expects original thinking and lots of questions because its basis is the Socratic method. Questions concerning the status quo can be asked by anyone—without benefit of a college degree. A speech student will ask because he seeks to know the truth. The answer: "Because we've always done it this way" is not sufficient; nor is "Because I said so." Other disciplines rely on this weight of knowledge and attitude. Consequently, brilliant discoveries in the Arts and Sciences are expected after the Doctoral dissertation; after a couple of years of research at the prestigious university; not right away.

In Speech, the questioning begins early and the motives behind someone's reasoning are analyzed. It's called "an ability to think on one's feet." And for many people who practice the Terpsichorean art, it comes almost as an inspiration at an early age. Abraham Lincoln was 22 when he successfully argued his first case; Winston Churchill was 24 when he gave his maiden speech to Parliament. Neither of these gentlemen had attained anywhere near a Ph.D. in order to persuade his audience; the ability was evident.

Thousands of examples exist, I'm sure. I think of the passionate oratory of a homeowner's association president who dissuaded the Aurora, Colorado City Council from granting a license to build when the neighborhood tranquility was threatened by the building of a Taco Bell franchise. This woman had no more than a high school education. I think of an ancient and slightly crippled grandmother who argued passionately in favor of passing an eighteen year-old cheerleader so she could graduate from high school; I think of a father who logically argued his son's grade point average to both his son's benefit and the teacher's perception of the son.

Granted, all the above are "passionate" issues that come from the heart; but the truth remains that the ability to analyze and persuade, to question and to find a truth above what is commonly perceived can be accomplished by many without advanced degrees. Training only enhances these qualities and hones them.

Unfortunately, training in any form of argumentation or persuasion, especially if successfully accomplished, is highly intolerable to most administrators and most teachers.

"The student must be kept in his place," they reason. "If a student is allowed to reason or is listened to with any sincerity, he/she will be dangerous."

Martin Luther King, Jr., Cesar Chavez, Rudolfo Gonzales, Samuel Adams, Lucretia Mott, Henry Ward Beecher, William Lloyd

Garrison, Gloria Steinem, Angela Davis, Victor Hugo, Nelson Mandela, Lech Walesa, Patrick Henry all share the same brand: They were all "dangerous" because they questioned the status quo, fiercely, eloquently, honestly, and with a view to changing it for what they believed was "the good."

It is embarrassing for any administrator or any teacher, used to following arbitrary rules, to deal with a student whose gifts of speech and glibness far exceed his or her own. It is embarrassing to be caught shorthanded when such a student asks a question innocently and disarms the potency of an administrative decision.

"Do you mean," Larry innocently asks the Principal, "that I cannot be an assistant to a teacher if I don't wear a bright orange necktie?"

"Yes, Larry."

"So everybody wearing a bright orange necktie is automatically an assistant?"

"Everybody wearing these bright orange neckties," is the reply.

"So everybody wearing these bright orange neckties is a teacher's assistant, right?"

"Right."

Larry found 30 bright orange neckties similar to those decreed by the administration and handed them out to his friends two days later. Because his dad owns a silkscreen printing shop, such ties were not hard to buy by the hundredweight, and Larry took advantage of that.

Soon, almost every other student at Zachary Taylor High School was wandering the halls during class, wandering off campus, visiting the local fast food joint—all of them wearing bright orange neckties provided by Larry. The students all said they were teachers' assistants, and it drove security guards and the Assistant Principal nuts. Larry merely proved the logic of an administrative decision.

Administrators hate students like that. Students like that ask questions. The student is thinking. He is not passively regurgitating; he is actively thinking. That's a scary concept for administrators or teachers who wish to keep the status quo.

Larry was a Speech student. He was a decent debater. He wasn't outstanding, but managed to win an occasional award here and there. He was one of those who searched for "the good." He demanded honesty from those he dealt with, and usually got it. I understand he is an attorney now, working for the World Wildlife Fund. I believe he is one of the principal architects of the "Land Conservancy Project," which enables ranchers and farmers to leave their lands to Nature after their deaths, so no developments can be built upon the land.

I imagine that future administrators, future teachers, future upholders of the "status quo," will enjoy the benefits of the wildlands Larry has left them. I also imagine that not one of them will think of the fact that Larry bucked the status quo they represent and saw a way to ensure the benefit that they enjoy.

The Speech student, and consequently, his teacher, sometimes share the same fate: That of Joan of Arc, Enos Mills, and Socrates. Their works are venerated, but their actions toward the goal are forgotten.

HOW TO SELL A COURSE TO A PRINCIPAL WHO MIGHT NOT WANT IT:

Selling Speech, especially in order to be granted a class hour requires a number of variables:

1. It's gotta be in the curriculum. Somewhere in those dusty course description books the Assistant Principal keeps is likely a description of the course: Competitive Speech. It may be called "Forensics;" "Debate;" "Debate Team;" "Public Speaking as a Competitive Activity;" IT IS LIKELY THERE.

In an urban district, most courses like that are still "on the books," mainly because there was a tremendous flowering of such courses during the early Nineteen Seventies, when Federal funding for Education seemed unlimited and educator design for "innovative" courses was encouraged. Reading such a tome is an exercise in enjoyment and celebration of the human potential. The objectives of such courses as "Hiking, Biking, and Running," and "Great Books V" are the same: "The student will become a greater citizen of the country and the world." Some would scoff, saying such an objective is naïve. Yet, the times almost demanded such hope and the potential, before the American energy crisis of 1972-1973, was seen as a positive hope for the future.

Competitive Speech was part of that hope. Students who competed in tournaments, according to its course description, would become bright and inquiring adults. They would be exemplary citizens. Such a promise, given the budget cuts and cynicism of the last two decades of the Twentieth Century, is laughable, but its hope still exists in every classroom I have ever been in: "The student will become a better citizen..."

There are two very sound reasons for finding such a course in the curriculum: First, someone else has already figured out the course requirements and the student obligations, especially concerning the number of tournaments to be attended, whether or not a student fee is involved; and sometimes, the curriculum is so complete as to offer the teacher a guide for grading. The second reason for finding this course in the curriculum is to establish its legitimacy. In my District, a course originally developed in 1956 at James Buchanan High School is considered more educationally viable than a similar course developed two years previous at Millard Fillmore because of its automatic connection with the "ancients" of the District. Never mind that the course was a disaster when it was first implemented and it is impossible to run in the form described; it was offered and implemented for at least one semester in 1957, so it is "legitimate," while its shadow, no matter how popular a course, "has no legitimacy because there's no basis for it."

2. The second variable is: A Competitive Speech Class needs bodies. In the case of Millard Fillmore, we needed fourteen bodies for enrollment purposes. These fourteen bodies were from various places: Ten independent study students; two extra credit seekers and two Oral Communication students. These names were submitted by me, in writing, to the Principal some weeks before I requested the class hour.

3. Besides finding the course in the District Curriculum, one needs to use other information to establish the course's legitimacy. A short article about the academic benefits of Speech from *The Rostrum* was attached to the list of students who were interested in the class. It was readable and quick.

Another way of establishing outside legitimacy is to encourage an alumnus, preferably a professional, to make a phone call to the Principal, extolling the benefits of a speech course.

Another way to establish outside legitimacy is to encourage insistent parents to contact the Principal and ask that their children be enrolled in a Speech course; however, probably the most important way of impressing a Principal as to the legitimacy of a program is through the students themselves; to wit:

4. One makes the argument for a pro-

gram through presentations by the students themselves. "This is your final," I told my independent study students: "To convince the Principal to give us a class." They were carefully instructed as to the format, but not told what to say. This is because I wished to preserve spontaneity, and knowing the talent I had available, I knew they would do well.

5. Finally: A housekeeping item: I needed to make sure one hour of my day was available for this class. My eighth hour, populated by eight ninth graders, happened to be it. I could move them to another class and open it to Speech. It seems a small item; but often such openings are the key to making something work that is innovative and different in the cumbersome machinery of an urban high school.

WHY SPONTANEITY
IS THE KEY TO A CLASS:

Janis told us why we needed a Speech class: "It's because we need a place to practice," and Kathy told us: "We've won trophies, ribbons, and we've won a national award. We deserve a class." Susana chimed in with: "Mr. Thomas is probably the best speech teacher in the state. Let's use the resources available."

Then our final speaker, Alan, stood up. He could make or break the class, and as I realized that, my heart sank. Alan had a reputation for being obnoxious and a reputation for giving offense without realizing it. He'd been kicked off the School Announcements for offending the wrestling team and he was constantly being curbed by the newspaper sponsor for editorials of an inflammatory nature. *I had no idea as to what he would say, nor how the Principal would take it.* Alan was volatile. Alan was talented. Alan was obnoxious. I waited. I couldn't stand up and stop him; that would let the Principal and Alan know just how little faith I had in him after I'd been complimented by Melinda for "trusting" everyone "on the team to do right."

Alan looked at us through the wall of blonde hair that covered his eyes and cleared his throat loudly as he unfolded masses of paper on the lectern. He kept reaching into his dirty nylon jacket and produced more and more paper. Finally, he produced, from his bottomless pockets, a small stuffed tiger named Bob(b). He waved Bob(b) around, and dramatically announced, "Fellow Speech Team members, Mr. Thomas, Mrs. Murillo—The reason we need a Speech class is so we can worship Bob(b)!"

OMIGOD, I thought. The Principal, looking at him bemusedly, must believe this boy is out of his mind.

Alan, after a suitable pause, put the stuffed animal atop his papers on the lectern so we could see it, and continued: "You see, Mrs. Murillo, in this group around you, a bunch of different students. Melinda is interested in medicine; Kathy is part of the National Honor Society; Janis is going to raise a family. Ed is going to be a football player, and Ronnie is interested in Chemistry. Miguel is interested in computers and Fontana likes to sew. Me—Me, I like to watch TV and memorize comedy routines."

He stroked the stuffed animal as if to reassure himself, and went on. *"What Mr. Thomas and everybody else has told you is true—about the awards we've won, about the practicing we do—about the number of Saturdays we give up to compete for Fillmore. We all do it because—well, because—because Mr. Thomas has shown us that we can and we can do it very well."*

So far, so good, I thought; but how was Alan going to convince the Principal that he wasn't a complete idiot and that he'd really thought about this thing?

"One of the things Kathy mentioned," he continued, *"was that we have a bunch of students from different backgrounds here; all interested in Speech. Why? Because Mr. Thomas saw our potential from the very start and got us involved. Most of us wouldn't be involved in <u>anything</u> if it hadn't been for Mr. Thomas. I know that I wouldn't. He's taken us from a bunch of dysfunctional people to a real speech team with at least twenty people in it. He's done that because he cared about Speech. He's done that because he has cared about us and also he has put up with us."*

Alan smiled and held up the stuffed animal. "He's sure put up with me and this."

"So, Mrs. Murillo, this is why you should let us have a Speech class: We are the most diverse team you have in this school and the most diverse class you'll ever have—all of us from completely different backgrounds and ethnicities—and all of us knowing that we can do the work and that Mr. Thomas will show us how to win better.

"We are the only academic team that Fillmore has," he concluded, *"and we need a place where we can be as weird as we are. An eighth hour class would let us do that."*

The applause was probably polite; I don't remember. I remember snickers and laughter as Alan put Bob(b) in his coat pocket. I also remember thinking: "This boy has gotten us a Speech class."

"Are we done?" was all the Principal asked me.

I nodded.

She capped her pen, took her notes, and strode briskly toward the door. "I'll talk to you later," she said from the doorway. "I'd like to thank all of you for your presentation. It's gratifying to see such intelligent—" Her eye rested on Alan—"and talented"—Her eye continued to rest on Alan—"students."

She left.

"Do we have the class, Mr. Thomas?" Mary asked.

"I don't know." This was one of those moments when I'd wished I'd studied human behavior more carefully. The Principal had acted as if we'd offended her in some way. Because I am a teacher, therefore prone to feeling guilt when no reason for it exists, I seriously wondered if I was in trouble. Oh, well...

"You all passed your final," I told them. "Go home. I'll find out the decision this afternoon and tell you all about it tomorrow." I hugged the girls and shook Alan's hand. "You might have clenched it," I told him.

Alan had. The principal remembered his speech most of all.

"You have an amazing student in that Alan Peshawar," the Principal told me. "I can't believe he's the same one who got kicked off the Announcements! So funny!"

She laughed and wiped her eyes. "Overall, an amazing presentation, Mr. Thomas. Those students are a credit to you. Where did Alan learn to be so funny? I thought I was going to die when he pulled out that animal!"

"From me, ma'am," I said quietly. I was merely stating a fact; not bragging. I'd taught him the timing for a humor piece that he was doing for competition, and after having analyzed his actions with Bob(b), I realized that he was doing the counting of seconds that I'd already shown him for his script.

"Oh." Most people who are laughing want the rest of the room to join in. So did the Principal. I smiled. That was about all I could do. The strain of the presentation, the seriousness of what I wanted to do, and the reinstatement of the Fillmore Speech Team as a class was too important.

She laughed again, inspired by the fact that she could laugh. I imagine most

principals don't get much chance to do so in their day-to-day activities. Finally, when she stopped, she asked, "Now—what exactly did you want?"

I told her and I got a Speech class during eighth hour. Alan's presentation had worked.

And what a class it was.

It was composed of the best and the worst of what Fillmore had to offer: Tony, the ninth grade reading student who had to memorize Poe's "The Raven" rather than trust his own diabolical skills to read it aloud; Candy, the eleventh grader whose interpretation of a Drama cutting was rushed and began as almost comical, though its content was deadly serious; Jay, who shot off his mouth whether the subject was relevant or not; and Alan, whose speech convinced a principal, but who became seriously depressed. And there were twelve more enrolled, all proudly carrying notes from their parents to their counselors, demanding that those children be enrolled in Speech. The only common denominator they all possessed was inquiring and often brilliant minds.

And we had maybe a month to qualify for the State Tournament and to prove the Principal's faith. I often think of running any class as an act of faith. Teachers run it, hoping students will perform. Students perform, hoping teachers will recognize the performance. With this class, faith was paramount, because it was built on the fragile premise that we could qualify some students for the State Tournament and win more consistently because we had a place to practice instead of outdoors before or after school. I did not want our season to end, as it had the year before, in mid-February.

"I want to prove that Fillmore's only academic team is still viable," I told the students. "We have a couple of good Dramatic interpreters, a good humor reader, three excellent poetry readers—there's no reason we cannot qualify."

Oh—but there were tons of reasons the whole team did not qualify and only one student made it to State that year. The major reason was that the competition in our State Qualification District was, bar none, the best in the State. Most of the top two students in each category: Lincoln-Douglas Debate, Cross-Examination Debate, Extemporaneous Speaking, Original Oratory, Humorous, Dramatic, and Poetry Interpretation, and Duo Interpretation, that year, were from our Qualifying District.

Fillmore was lucky to have qualified one Dramatic Interpreter, which was 100% over the year before...

TEACHERS AS WIMPS:

In any business, especially one whose direction is uncertain, any idea seems worth championing. In an urban high school, any idea worth championing seems farfetched and ridiculous.

This is because most teachers are afraid of failure, of the tremendous personal time and emotional expense it brings as well as the reputation for having tilted at windmills or for having presided over a failure.

And unless that failure is so spectacular that it can be attributed to an academic theory gone wrong or a grant proposal that had to be endured, the teacher is usually considered a "flake" for spending time on programs which may be very worthwhile but don't necessarily promote the teacher or help with his/her professional status.

This is because most teachers are wimps. They will follow directives from administration faithfully and happily even, if it means they won't face any criticism for doing "what the boss wants."

"What the boss wants" can mean the most ridiculous or specious program, or the most worthwhile or helpful program: It doesn't matter; it's safe because it's sanctioned by administration. A teacher can teach this class or program without fear of reprisal or criticism from his colleagues. He is doing "what the boss wants."

Consequently, a proposal for a "new" class to the Principal is approached with some trepidation because the boss can say no if it's outside what she may consider "safe." If it does not incorporate the District's goal of "literacy," for instance, it could easily be rejected; if it does not attract enough students, it could be rejected.

This is because the Principal's boss reviews all course offerings and questions those which don't meet her boss' criteria.

And on up the ladder it goes. This is one reason why change is so hard to effect in an urban high school: Because, in a bureaucracy, people tend to "play it safe."

They know the consequences of doing something that doesn't meet with administrative approval, rocks the boat, or otherwise makes the administration "look bad."

Lynn was a first-year Social Studies teacher who was inflamed with the idea of student empowerment. "These students should be able to determine what they learn and what they can explore," she said confidently to her Principal when she outlined her lesson plans for him.

And he agreed until she took some students to the Board of Education to "voice their concerns."

A newspaper article and a television news interview with the students, who vociferously denounced their "substandard" education in the Denver Public Schools, proved to be Lynn's downfall because her good work had "rocked the boat." Two days after the newspaper article appeared, she was given a letter by the Principal, who told her that she should seek employment elsewhere after the end of the semester.

Most teachers know a story like that; and most teachers run for cover whenever they are asked to "innovate" or change something about what they teach because it could mean professional suicide.

Writing theory, as it is currently taught in College, stresses experimentation and use of "voice" toward "excellent writing." Unfortunately, when this is employed, using the most responsible journalistic techniques in a high school newspaper, aimed toward enlightening and informing the reading public, the newspaper is "shut down" or "suspended." The sponsor, who merely tried to teach what seemed to be successful writing, becomes a pariah. Nobody looks at what it meant to the students or at what they learned. It "rocks the boat."

Lynn's story is not unusual in a School District driven by bureaucrats. The innovative teacher is considered a troublemaker at best; an anarchist at worst.

This is true of teachers who have "proven" records as well, of excellent teaching, excellent scholarship, and excellent adherence to "administrative requirements:" One false move, and the teacher can be considered "odd" or "unusual." This can happen when the teacher files a grievance against holding lunchtime meetings, based on the principle that the employment contract allows a full lunch hour; or when the teacher files a grievance against two-hour faculty meetings after school because he needs to tend to his children after 4:00, when they get off the school bus. Such moves, on the teacher's part, can be considered "not part of the team," in an administrator's eyes.

This is one of the reasons change comes very slowly in Education. It needs to "sift" through layers and layers of scrutiny to be considered "safe." This is also

one of the reasons why, when an idea for innovation has come through from Administration to teachers, the idea is almost laughable or something to be ignored: It has been watered down enough to render it incapable of any true change.

It's a tricky job for a Principal: Granting a new class with "old-fashioned" ideals of reading, writing, and speaking does not seem like a real challenge until she looks at the students who have promised to enroll in it: Every weirdo in the school; the kids with blue hair and tattoos and nose rings.

It is, especially to a Principal who does not want to "rock the boat," an act of courage, because she does not know the teacher well, aside from a couple of hurried conversations. The best picture she has of the teacher is his professional record, written by previous Principals and Assistant Principals: He ran a newspaper that was controversial, cogent, and that earned an excess of $1,000.00 in advertising revenue, but was asked to leave it because the editorials and news stories were far from the "realm" of high school. He taught, and was capable of teaching a variety of subjects in "English," and he "questioned" both District and School policies. His classroom control was judged "adequate," and his preparation in his subject matter was judged "better than most." The Professional Record hinted at rebellion on this teacher's part.

All the remarks hinted that this teacher was an "unknown quantity," who could either lead the students into a true "Nirvana" of learning with administrative blessing or completely subvert the system.

That system is very comfortable. It doesn't need a teacher who attracts rebellious students or who questions authority. That system is comfortable rewarding teachers who strive with mediocre students who do mediocre things. Forget about the idea of bringing in the entire State for academic competition against some formerly mediocre students: It's more comfortable to keep the status quo.

This is not the sort of teacher that a principal enjoys having on staff. If he did not like something, he would bring it up, explaining its flaws clearly and concisely, and offering alternative methods which sounded more logical. To many principals, that's troublemaking. Most observer notes usually mention this, but normally do so in order to shed light on the principal; not the teacher. *"Questioned policies concerning school's self-esteem program training seminar;" "Said directly to a colleague, in contravention of school policy, that 'this tardy policy is unworkable;'" "Encouraged students to tell jokes in bad taste during an entire class hour..."*

Imagine if the observer had actually understood that the teacher stood up and "shared information gleaned from television news that self-esteem programs in high schools did not make a noticeable difference in the behavior of students;" or that "in questioning the tardy policy, the teacher made a comment that the number of detention slips needed was overwhelming because everybody in first hour is usually ten minutes late;" or "the class was devoted to joke telling in order to illustrate what is appropriate and inappropriate on the job..." *WOULDN'T THAT TEACHER RECEIVE ACCOLADES FOR HONESTY AND FORTHRIGHTNESS?*

Not in the urban high school. There is little mentioned in the evaluation about the number of students "saved" from drugs, pregnancy, suicide, alcoholism or other ills; there is nothing about teaching ability or scholarship. There is only mention of nonconformity.

Conformity means that "everyone is a team player" in the Principal's game and the rules of that game are made up as the Principal goes along. Questions of fairness, questions of consistency are ignored. Instead, everyone "plays" by the same rules, therefore becoming a "known" quantity. Having an "unknown" quantity, such as someone who questions, is anathema to an administrator.

Someone who questions is also sometimes anathema to his colleagues as well because they're never quite sure where he'll stand on any issue. Will he join the Union? Maybe, if the Union is stressing working conditions instead of salaries because salaries are fixed and in the best interests of the District, but working conditions aren't. He would go on strike for air conditioning for his classroom, but wouldn't raise a finger if a 3% pay hike was denied one year. This teacher may stand up for a Science colleague whose classroom discipline is less than exemplary and completely ignore the plight of someone in his own Department whose discipline is wonderful but whose teaching style reflects the Nineteenth, not the Twentieth Century. Such a teacher is considered "mercurial" at best; a "turncoat" at worst. He is one of those whose loyalties are always suspect because he does not seem to be consistent in them. That's because he evaluates the loyalties on their own terms, away from the politics of the Union; away from friendship; but toward what he believes is best for the students.

And, grudgingly, after a few years, many of the faculty begin to take him seriously; to listen to what he has to say, and to depend upon him to be their spokesman because he has no affiliations and few loyalties.

And, like Lech Walesa or Mahatma Gandhi, he is dangerous to the rule of the Appointed Authority. When Gandhi was a lawyer, he swore allegiance to the British Empire, to "preserve her rights within her territories for all citizens." He did. He wound up wearing a pair of oversized swimming trunks and a pair of very unfashionable glasses for his trouble.

I swore to uphold the Constitutions of the State of Colorado and the United States when I took the job of teacher. I believe I have upheld those oaths; particularly the First Amendment.

We were granted an eighth hour Speech class, I believe, because the students proved that they could speak to the Principal with authority and conviction and because the Principal believed that this class might "make a difference" in the falling literacy rates which plague Fillmore High School. Their Independent Studies at the fence on the south side of the school had paid off.

William C. Thomas

(Each month the Rostrum will feature a chapter from William C. Thomas' book, "The Urban Speech Team")

NFL'S TOP 50 DISTRICTS
(as of December 1, 2000)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	- -	New York City	145.58	Bronx HS of Science	432
2.	- -	Northern South Dakota	138.66	Watertown	352
3.	+2	East Kansas	136.52	Blue Valley Nrothwest HS	340
4.	-1	California Coast	134.50	Leland	361
5.	+6	Kansas Flint-Hills	131.42	Washburn Rural	400
6.	- -	Florida Sunshine	131.37	Sarasota-Riverview	239
7.	-3	Heart of America	124.76	Independence-Truman	311
8.	-1	San Fran Bay	124.23	James Logan HS	366
9.	-1	Rushmore	115.33	Sioux Falls-Lincoln	254
10.	- -	Northern Ohio	114.80	Youngstown-Boardman	239
11.	-2	Central Minnesota	113.41	Eastview	266
12.	+4	South Kansas	108.18	El Dorado	198
13.	+2	Sunflower	106.16	Wichita-East	214
14.	-1	Florida Manatee	104.75	Taravella	269
15.	-3	East Los Angeles	103.44	Gabrielino	310
16.	-2	Michigan	101.80	Portage-Northern	172
17.	+2	West Kansas	100.90	Hutchinson	230
18.	+5	New England	100.27	Manchester	228
19.	-2	Southern Minnesota	97.25	Edina	253
20.	+14	Show Me	93.78	Blue Springs	239
21.	+1	Northwest Indiana	92.90	Plymouth	275
22.	+2	Illini	92.60	Downers Grove-South	297
23.	-5	Northern Illinois	90.05	Glenbrook-North	251
24.	-3	Nebraska	87.76	Millard-North	240
25.	+1	Eastern Ohio	86.27	Carrollton	284
26.	-6	Sierra	82.54	Foothill	156
27.	-2	South Texas	81.95	Houston-Beliaire	374
28.	+1	Montana	80.07	Flathead County	159
29.	+10	North Coast	79.80	Gilmour Academy	169
30.	+1	Hoosier Central	78.08	Ben Davis	191
31.	-1	West Oklahoma	77.62	Norman	156
32.	+3	Carver-Truman	77.07	Neosho	248
33.	+3	Eastern Washington	76.85	Gonzaga Prep	123
34.	-6	Southern Wisconsin	76.50	Greendale	172
35.	+6	Big Valley	76.40	Modesto-Beyer	249
36.	+1	Hole in the Wall	76.08	Cheyenne-East	147
37.	+1	Northern Wisconsin	75.93	Appleton East	264
38.	-11	Rocky Mountain-South	74.15	Wheat Ridge	192
39.	-7	West Los Angeles	74.11	Sherman Oaks CES	182
40.	+4	South Carolina	72.83	Riverside	205
41.	-1	Georgia Northern Mountain	72.77	Grady	126
42.	- -	Valley Forge	72.57	Truman	208
43.	+13	Deep South	69.33	The Montgomery Academy	195
44.	+1	Idaho	68.07	Idaho Falls-Skyline	140
45.	+1	East Texas	67.41	Jersey Village	176
46.	+24	Pittsburgh	67.13	Cathedral Prep School	107
47.	+3	Northern Lights	67.06	Moorhead	262
48.	- -	Great Salt Lake	66.88	Hunter	87
49.	+4	Southern California	66.27	Yucaipa	135
50.	-7	Greater Illinois	66.00	Heyworth	122

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	+1	Orange Blossom	65.63	Wellington	178
52.	-3	Heart of Texas	65.13	Westlake	153
53.	-20	Golden Desert	65.00	Green Valley	166
54.	+9	Ozark	64.00	Kickapoo	122
55.	+2	North Dakota Roughrider	63.58	Fargo-Shanley	153
56.	-1	North East Indiana	63.14	Chesterton	307
57.	+8	Eastern Missouri	62.60	Pattonville	276
58.	+2	Sagebrush	62.16	Reno	152
59.	-12	Gulf Coast	62.08	Gregory-Portland	188
60.	+17	Rocky Mountain-North	60.87	Greeley-Central	181
61.	+1	New York State	60.72	Monticello	114
62.	+5	Hoosier South	60.22	Evansville-North	113
63.	+3	Sundance	59.16	Alta	144
64.	- -	Western Washington	58.75	Federal Way	101
65.	+7	West Iowa	58.68	West Des Moines-Valley	175
66.	+5	Tennessee	58.61	Mars Hill Bible School	201
67.	-13	Wind River	58.28	Lander Valley	105
68.	+16	Colorado Grande	58.16	Canon City	134
69.	-8	Nebraska South	57.71	Millard-South	114
70.	-12	Colorado	55.89	Cherry Creek	272
71.	-20	South Oregon	55.55	Ashland	164
72.	+2	North Texas Longhorns	55.16	Creekview	143
73.	-5	Kentucky	52.90	Boone County	110
74.	-15	New Mexico	52.80	Albuquerque Academy	158
75.	+4	Western Ohio	51.61	Dayton-Oakwood	154
76.	-1	South Florida	51.60	Michael Krop	126
77.	-4	Pennsylvania	51.16	Greensburg-Salem	101
78.	-9	Louisiana	50.94	Caddo Magnet	137
79.	+19	Tall Cotton	50.83	Amarillo	121
80.	-4	New Jersey	50.12	Randolph	99
81.	- -	North Oregon	49.83	Gresham-Barlow	142
82.	+7	Lone Star	49.53	Grapevine	160
83.	- -	Georgia Southern Peach	48.00	Woodward Academy	83
84.	-6	Arizona	47.90	Dobson	105
84.	+4	Carolina West	47.90	Myers Park	157
86.	-6	Chesapeake	46.80	Calvert Hall College	108
87.	- -	East Oklahoma	46.72	Tulsa-Washington	141
88.	-6	Mississippi	44.42	Hattiesburg	115
89.	+1	Utah-Wasatch	44.28	Davis	66
90.	+5	East Iowa	42.85	Bettendorf	125
91.	-5	Maine	42.00	Brunswick	101
92.	-1	Central Texas	41.57	San Antonio-Churchill	174
93.	-8	West Texas	41.37	El Paso-Coronado	80
94.	- -	Patrick Henry	40.16	Madison County	83
95.	-2	Mid-Atlantic	39.72	Blacksburg	120
96.	- -	Capitol Valley	38.77	Sacramento-Kennedy	65
97.	- -	West Virginia	36.25	Wheeling Park	57
98.	-6	Big Orange	33.25	Cypress	57
99.	- -	Tarheel East	29.25	Pine Forest Sr.	48
100.	+1	Iroquois	29.14	Mount Mercy Academy	66
101.	-1	Hawaii	28.28	Punahou School	70
102.	- -	Puget Sound	23.42	Kamiak	65
103.	- -	Alaska	20.00	Robert Service	20
104.	- -	Guam		John F. Kennedy	

NATIONAL FORENSIC LEAGUE
ACADEMIC ALL-AMERICAN AWARD

Award Criteria:

1. Student must be an NFL member with an earned degree of Superior Distinction - 750 points on record in the National Office.
2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).
3. The student must have completed the 7th semester.
4. Student must have a score of 1400 or higher on the SAT Exam and/or a score of 27 or higher on the ACT Exam.
5. The student should demonstrate qualities of character, leadership and commitment, as verified by both coach and principal.
6. A chapter may present this National Forensic League All American Academic Award to any NFL member who meets the criteria.

APPLICATION
NATIONAL FORENSIC LEAGUE
ACADEMIC ALL-AMERICAN AWARD

Name _____

School _____

School Address _____

_____

NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic All-American Award by meeting all the criteria checked below:

_____ NFL Degree of Superior Distinction on record (750 points)

_____ GPA of 3.7 on a 4.0 scale (or its equivalent)

_____ ACT score of 27 or higher or SAT score of 1400 or higher

_____ 7th Semester student

Appropriate verification of these qualifications, including an official school transcript is included with this application.

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

NFL Sponsor (coach)	Principal	Student

Send this application and $10 fee to NFL, Box 38, Ripon, WI 54971-0038
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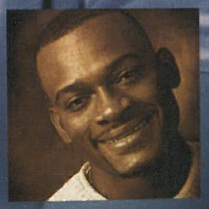

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