

THE HIGH SCHOOL/COLLEGE CONNECTION IN FORENSICS

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At the 1974 National Developmental Conference on Forensics held at the Sedalia Retreat House near Denver, Colorado, participants urged expansion of forensics at the elementary and high school levels.¹ Of course, such expansion of the activity would provide a greater pool of experienced forensic competitors for programs at the collegiate level, and promote the pedagogical, professional and personal benefits of forensics. Richard Stovall's 1974 report noted a special need to promote forensics in urban areas:

For two years, I have been trying to discern a trend in forensic participation among Ohio high schools. Our membership trends show a frightening pattern. Less than five percent of our membership comes from the city school systems of Columbus, Cleveland, and Cincinnati. The suburban schools surrounding these cities, small town schools, and farm community high schools provide the overriding majority of our members.²

Fourteen years after the Stovall Report, the same conditions exist in ur-

ban areas throughout the country -- in terms of participation, forensics on the high school level remains largely an upper and middle class, suburban activity. With some notable exceptions, it is not surprising that most of the collegiate forensics programs, many of which rely exclusively on high school competitors for recruits, reflect this lack of diversity--a lack of diversity that limits the educational horizons of individual events.³ This paper seeks to provide insight into how to make forensics truly an activity for the entire community on both the high school and collegiate levels.

To gain insight into how to achieve this objective, a case study is presented based on the experiences of a major urban commuter university's connections with area high schools from the 1984-85 academic year to date. While a single case study is limited in terms of generalizing to the entire forensic community, several benefits to that community may be derived by looking at such an example. First, many forensic programs exist in urban areas similar to that in the focal program.⁴ Second, since I do discuss the connection with suburban high schools such as those from which we all recruit, programs involving such schools outlined in this paper could benefit all forensics programs. Finally, the in-depth detail offered by this representative case study of a forensics program within its context can provide a basis for comparison to other approaches to the college-high school connection in individual events.

To pursue the goal of reaching more students in the entire community, this paper contains five parts. First, I shall present an overall attitude that should be taken by collegiate directors when interacting with high school coaches. Second, I shall examine traditional ways of collegiate directors promoting and benefiting from high school forensics within the urban setting. Third, I offer innovative ways of approaching high school programs. Fourth, I discuss how to cope with the diversity of students a successful high school/college connection would attract to not only the major urban university, but to the forensic community at large. Finally, I offer avenues of research implied within the present study. To these ends, I shall examine the programs designed to establish and build partnerships between the University of Missouri-St. Louis Forensic Program and the St. Louis City and County schools.

BACKGROUND OF THE SITUATION

Despite efforts by the Greater St. Louis High School Forensic Association (GSL) to reduce tournament fees and promote involvement by more high schools, participation in forensics in the St. Louis metropolitan area in the year 1988 reflects the same patterns Stovall noted in 1974--with the notable exception of the highly successful program at East St. Louis's Lincoln High School, forensics remains limited to the province of the suburbs, on both sides of the river. Yet participation in the Eastern Missouri NFL has traditionally been high, and the District consists of many long-established pro-

grams that have competed well on the national level.

Every weekend from the beginning of the season to the end, there is a forensic tournament that includes individual events somewhere in the St. Louis metropolitan area.⁵ For students unable to travel weekends because of jobs or religion, the Greater St. Louis league offers an innovative series of afternoon tournaments during each week, alternating between individual events and debate, and culminating in an overall award. And as it has for some time, GSL sponsors an individual events workshop at the beginning of each school year.

After its inception in 1968, the UM-St. Louis program began to reach out to high schools, first offering a high school tournament sporadically, and then providing a host sight for the 1976 Bicentennial Youth Debates. Performances at suburban high schools of interpretation selections provided another traditional means of interaction. However, the program had been dormant for a year before the beginning of the time period examined by the present study. Thus, beginning with the 1984-85 academic year, the high school connection needed to be re-established.

ESTABLISHING A RAPPORT WITH HIGH SCHOOL COACHES

When arriving on the St. Louis scene, I first saw the high schools as programs that could be helped greatly by the UM-St. Louis program. Thus, I immediately set a date and offered a high school tournament, offering entry fees at about 30 per cent below those at the tournament hosted by the University where I did my graduate work. Second, I assumed that since there were no other collegiate programs in the area, a summer high school individual events institute would be seen as something the area coaches could not turn down. Finally, since I had read many articles about the poor state of inner city schools, I saw my perspective as one that could greatly help the students and teachers of such schools, and that all that was needed was to promulgate that perspective.

But as the relationship progressed, I discovered that these assumptions were wrong on all three counts. While I thought we were offering a bonus in our entry fees, I discovered differently when a coach sending his regrets stated that he was used to paying a fifth as much as I was charging, since schools in the St. Louis area use voluntary as opposed to paid judges. "What we really want you to do is to host our NFL tournament" said another director. Later that year, we complied. In terms of the Institute, I discovered that the Greater St. Louis League's fall workshop met all of the area's needs in individual events, since it was run by those judging in the area, and that offering an institute without significant participation and input from high school coaches was considered at best unnecessary, and at worst presumptuous and unacceptable, particularly when offered by a first year collegiate director of forensics. Beginning the next summer, we limited the institute to debate. In terms of the

city schools, I found that many of my assumptions about the teachers there were off-base. What I did discover was a group of teachers who, while inexperienced initially in the technique and rules of forensics, had very clear ideas of what they wanted their students to achieve in forensics related activities, and who could offer extremely valuable insight as to how to approach the high school-college relationship. They desired partnerships to promote not only how the high school student learns to function communicatively within the established system, but how one learns to develop, creatively, a sense of self.

What this experience points to is the need for collegiate directors to be critically conscious of how their programs both affect and are perceived to affect the nature of the benefits their forensics program can offer to a particular high school community. This critical consciousness depends on two-way communication and a realization that the benefits can go both ways. Forensic coaches at any level tend to be territorial animals who take great pride in what their students have accomplished. In order to relate to high school coaches on any level, it becomes important for the collegiate director to learn and respect that territory before it can be shared. Thus, an attitude of listening is important for a collegiate director to establish a dialog with high school administrators and directors that will need to a mutually beneficial relationship. Such an attitude has become and remains essential to the development of four programs that link UM-St. Louis to area forensic programs-- two traditional, and two more innovative.

TRADITIONAL APPROACHES TO THE CONNECTION AT AN URBAN UNIVERSITY

One traditional means of attracting potential future college forensics students to campus is holding a high school individual events tournament. In this particular instance, that idea initially failed when a regular season high school tournament was offered. Since high school directors tend to support each other's tournaments, this idea would probably continue to fail in St. Louis regardless of the entry fee offered by the university. However, hosting the Eastern Missouri NFL Championships has been a remarkable success. The University's Extension Division, responsible for room reservations, waives all custodial fees for this event, and the high school directors run the entire tournament. This approach is suggested as it avoids stepping onto the high school coach's territory by enabling them to run their own tournament, yet benefits the collegiate director by saving the time and effort that detracts from research activities and coaching students in their own program. This finding might be biased, since from our experiences, the directors of this particular tournament do an extremely outstanding job of planning and running this event.

Furthermore, NFL championship tournaments attract the best available forensic students in the western side of the metropolitan area to campus at a time when the seniors are choosing which college to attend. While UM-St.

Louis does not approach and recruit students individually during the tournament itself, it does find the tournament a good place to let students know that forensics is alive and well at the university. A trophy case is always strategically placed behind the registration table, and flyers about the program are available in the coach's lounge and registration table. Beside each award is placed the name of the UM-St. Louis student and the high school which they attended (if its in the Eastern Missouri NFL). Thus, when a student from the area succeeds in the UM-St. Louis program, the work done by a high school coach in contributing to the student's speaking skills is acknowledged. Finally, since judging at the tournament is voluntary and open to all, directors from other collegiate programs have the opportunity to promote the benefits of individual events at their institutions. Such interaction serves to help the high school student expand his or her knowledge of opportunities for future individual events competition.

As the relationship between the university and the high schools has progressed, the high schools have become more willing to schedule the event around the collegiate state championships, and around the UM-St. Louis class schedule. The ability to spend more of my time coaching UM-St. Louis students along with high schools enjoying the additional rooms and free judges afforded by this adjustment enhances the mutual benefits.

Whereas the high school district tournament has become successful, the second traditional idea of expanding relations with high school students--the forensic institute--has had less success. The individual events portion of the institute has never achieved adequate enrollment to prosper. However, other ways of teaching individual events in the community have been found and worked into the UM-St. Louis Communication Department's curriculum for entering high school students.

This summer, we discovered that day camps for students in upper junior high years or just entering high school are in need of volunteers and programs. We thus offered two of the individual events competitors at UM-St. Louis three hours of internship credit (Communication 399) for establishing a pilot program as part of the St. Ann Recreational Center's summer day camp program. While the long term impact of this program in terms of getting students interested in forensics before they get to high school is still uncertain, the program has proven to be a zero-cost way of reaching potential forensic students. Since the program is part of the day camp, the recreation center director was able to do all of the advertising. If successful, this program may expand. The benefits are mutual and two-fold. First, the college students gain academic credit and valuable coaching experience. Second, if prospective high school students first hear of forensics and enjoy the experience they had in camp, they may become more interested in the high school activity itself. Whether the program in whose school district these students live is in an embryonic or de-

veloped stage, such activity cannot help but to promote the activity and improve the college-high school relationship.

INNOVATIVE METHODS OF NURTURING THE HIGH SCHOOL/COLLEGE CONNECTION

Beginning with the 1985-86 academic year, an advanced credit program was established whereby UM-St. Louis awards college credit to high school juniors and seniors taking college level courses in high school. While the high school teachers were allowed to design their own curricula and teach their courses as usual, the syllabi were required to meet the standards set forth by the Dean of the College of Arts and Sciences. These sections were closely supervised by UM-St. Louis faculty, who in turn received \$250.00 in supplementary compensation per section supervised. Students in the program were charged one third the normal tuition for these courses, and given full library, parking, and gymnasium privileges. While the high school teachers received no pay for participating, they did receive several hours free tuition for UM-St. Louis courses they might need to take to update their files, and received the same privileges as adjunct faculty. Additionally, all students in the program were required to make at least one visit to campus.

Beginning in 1986-87, at the request of Dean Roland Champagne, UM-St. Louis began to offer three hours of special projects credit (Communication 199, now known as Communication 192, or Practicum in Forensics) to junior and senior high school students participating in forensics. The model syllabus for the program, designed by Rebecca Pierce at Parkway South High School of suburban southwest St. Louis County, calls for the student to attend a minimum number of tournaments throughout the year, among other tasks, and offered the student a choice between debate, individual events, or a combination of the two. The program consists of at least one visit by the supervising professor to the high school (a member of the UM-St. Louis coaching staff) and a trip by participating students to UM-St. Louis (the trip to Districts fulfills this requirement). The first year, the program was extended to the entire Parkway School District, including Parkway South, Parkway Central, and Parkway West high schools. The second year, the program was extended to the Pattonville and Ft. Zumwalt school districts. Whereas the advanced credit program for forensics was initially targeted for the suburban schools with established forensic programs, plans for expansion seek to involve the St. Louis City Schools if and when programs there become better established.

In either case, a plethora of potential mutual benefits accrue from such a program. First, advanced credit benefits the host university. Since the credit is given from UM-St. Louis, students can enter the university with three fewer hours to pay for at full cost. While this credit leaves them with only one more credit to earn from forensic competition while at the university, it makes the university more attractive to the student from both a financial and a curricular

standpoint. Along with the public relations benefits that come from the students being able to use university facilities and exposure afforded the program, college forensics directors can gain much coaching insight from the expertise offered by the high school coaches in the area. In the case study, such expertise has proven beneficial not only in terms of pedagogical concerns within the program, but in developing the entire speech and debate curriculum within the communication department. In other words, working with teachers to develop syllabi gives the college director a clear picture of what is being offered in area high school forensics, thereby better enabling the professor to better teach his or her students on both the curricular and co-curricular level.

Second, although the long-term results are not clear, the program appears to benefit the high school student. In the short run, the high school student gains access to research facilities that can prove most beneficial when preparing oratories or interpretation events. Guest lectures from the supervising professor or performances by college students can enrich the student's learning experience. In the long run, since the hours transfer into most universities, the student will save money on tuition when it is based on number of hours taken. The college credit earned for forensics (which indicates much dedication on the part of the students to the activity) makes the student more attractive to the major college programs which may offer academic or forensic scholarships. Of course, these benefits make college forensics more attractive, and the students could thus continue to derive the educational benefits gained through polishing further their communicative skills.

Third, advanced credit benefits the high school coach. While still able to design their own syllabus and thus maintain full autonomy of their programs, the coach gains access, again, to the library facilities. The benefits students gain from competing provide additional ammunition for the high school director's own recruiting program. Finally, the high school director by earning free tuition for courses taught in the summer can and have earned credit hours that may lead to promotion. Overall, then, the advanced credit program, enrolling roughly half of the seniors participating in forensics within the target high school programs, shows much potential for promulgating the growth of forensics on both the level. However, high school and college directors should be aware that in some states, taking college level courses while in high school may render a student ineligible for high school forensic competition. Rules in each state should be consulted, therefore, before such a program is started.

Whereas advanced credit was initially targeted to the county schools, a second new approach to the high school-college connection in this case study is the Shared Resources branch of the UM-St. Louis Bridge Program. The Bridge Program--entitled as such since it seeks to "bridge" the gulf between inner-city minority youth and the alien college environment--was started in 1986-87 with numerous students volunteering to participate in a "mentoring"

program with high school students in various disciplines. When possible, students from inner-city backgrounds were chosen as "role-models" for this project. Also during this year, the Shared Resources program was established to aid the high school teachers in certain co-curricular areas, such as forensics. The 1987-88 academic year saw additional funding and expansion in the Bridge Program. Not only was the program extended to five high schools, but scholarship money was provided for students to attend summer activities and to attend UM-St. Louis itself once the students involved graduate from high school. Additionally, advanced credit programs for some courses were established at Beaumont and Vashon High Schools, both of St. Louis city school system.

The UM-St. Louis Forensics Program became actively involved in the Bridge Program during the 1986-87 academic year. The Director of Forensics assisted coaching the Mock Trial Team at Beaumont High School as part of the Shared Resources Program. A scholarship to the Gateway Debate Institute was given to a junior from that team in hopes of planting seeds for a debate program there beginning with the 1987-88 year. Although a transfer of the teacher involved preventing the formation of a program this past year, training under the auspices of the Bridge Program is planned to begin for teachers seeking to establish individual events programs at four Bridge high schools for 1988-89. UM-St. Louis students made several appearances performing interpretation programs for the city schools. To demonstrate that students from inner city backgrounds can perform well in what might at first seem to be an alien activity, a video tape of competitively successful interpretation performances by African American authors performed by African Americans on the UM-St. Louis Squad was developed. By January of next year, the Communication Department hopes to have established advanced credit in at least four St. Louis city high schools.

While some of the results from the advanced credit program are in, it is too early in the game to determine the success of the Bridge Program with respect to forensics. Examining and evaluating the success of the teacher training program and new forensic programs that are planned will be necessary before any firm conclusions are drawn. Again, the UM-St. Louis staff, based on past experiences, shall attempt to enter this program with an open mind. Dr. Helan E. Page, an Assistant Professor of Anthropology at the University of Missouri-St. Louis who designed the educational objectives of the Bridge Program's curriculum, has stated that the program should seek to aid the inner-city high schools to produce students whose "africanity has been legitimized, yet who have acquired the intellectual and collective skills necessary to ensure their viability in a racial state."⁶ She goes on to note, "How could this be anything but good for our urban communities, and therefore, for the nation as a whole?"⁷ By becoming more sensitive to differing cultural backgrounds

while at the same time promoting the intellectual skills of communication and collective skills of teamwork, forensics has the potential to contribute to achieving these ends despite its competitive structure. But only after observing the results of the program, evaluating them, and adapting to them over time will we be able to assess their full impact.

A SUCCESSFUL HIGH SCHOOL-COLLEGE CONNECTION IN FORENSICS: WHAT ARE THE IMPLICATIONS FOR OUR PROGRAMS?

Thus far, interacting with high schools has had a positive effect on the development of the forensics program at the University of Missouri-St. Louis, both in terms of recruiting and improving the pedagogical benefits enjoyed by the students in the program. Prospects for future success seem very promising, and seem to have great potential for college programs that adopt similar programs with high schools. Nonetheless, we must ask ourselves, "what if these programs don't succeed." And given this potential, we must ask ourselves, "what happens to us if we succeed?"

Of course, if the programs don't succeed, then the director at the urban university is faced with having to recruit year after year from whatever students by chance show up at the university. Although it is possible to run a viable program without high school recruits, an urban university's outreach program--indeed, the idea of community outreach itself--would have to be reconsidered as to whether it is a necessary part of the collegiate forensic endeavor.

On the other hand, if the program succeeds, it will bring benefits that are at the same time challenges. First, success will place the collegiate director in touch with many high school directors. While the benefits noted earlier will certainly take place, the collegiate director must then be aware of how to balance the needs of the high school community with the needs of the program he or she directs. Second, success will hopefully increase the exposure of the college program, and attract more experienced students to try collegiate forensics. In these cases, it is helpful for the collegiate director to be aware of what the student has been taught in high school, so as to consider what the student has been previously taught when offering coaching advice. When such advice differs from what the student claims to have been taught in high school, it must be offered in a way as to not insult the name of the coach of that high school. Again, the challenge is to meet the collegiate director's pedagogical duties while still maintaining an attitude of respect for the work done by the high school directors. Hopefully the increased interaction with coaches will help alleviate this potential problem.

Third, a successful high-school/college interaction such as the one outlined above will attract students from all sections of a metropolitan area to a particular program. While a Director of Forensics may at least strive to be sensitive to individual differences, many students on the program whose world

views differ greatly because of vast socioeconomic differences may not. For a director of forensics to address this dogma, the challenge here is to meet two apparently contradictory goals: to forge a team out of students whose interests conflict economically, socially, and otherwise, yet at the same time allow each individual to develop a sense of pride in who they are. Thus, while knowing how to coach events is still important, a higher premium is placed on the coach's ability to balance the relationship dimension of his or her squad. To cope with the "people problems" that in American society may arise as a result of this situation, the director should try to create an atmosphere whereby differing views can be discussed freely without being taken personally. Since we directors, too, come from specific backgrounds that bias our world view, we need to be sensitive to this fact, and avoid dictating and imposing our values on our students aside from the advice we give on how to be successful in competition. Such sensitivity does not come overnight--it must be worked on constantly through dialog with the students instead of indoctrination of them.

Fourth, ballots at collegiate tournaments can at times prove a challenge to the program which is truly open to a variety of students. For example, ballots instructing students to avoid reading "repressive literature" by African American authors reflect a cultural bias that may discourage students from the city from participating in forensics.⁸ Although research needs to be conducted that examines how frequently such comments occur on ballots to ascertain the extent of the problem, certainly making our activity more attractive on the college level to students from the inner-city high schools can strengthen and indeed justify the connection between the university and the city high schools.⁹ So for this partnership to have better chances for success, changes need to be made within the college ranks to strengthen the high-school/college connection with inner city high schools and students. For example, a greater presence among minority groups is needed within both our coaching ranks and among the hired critics at all tournaments. The continued development and expansion of forensics at traditionally Black universities can aid in this process. That way, all students will have to adapt to a variety of cultural perspectives when confronted with a judge, and adaptation (and hence communication) can better become a two-way affair more often than it currently does in our activity. The varied perspectives should enhance the educational value a student from any background receives from ballots, thereby fostering a decent feeling of self-worth in all students involved in forensics.

A fifth challenge to the director benefitting from the comprehensive high-school college interaction stems from the fact that given the status quo, students entering the program will do so with differing levels of experience. Thus, the experienced student may come in with the objection that "I've paid my dues, so why does this new person get to travel?" On the other hand, students new to the activity may be intimidated at first when practicing in front

of those used to competition. Happily, if the Bridge Program proves successful in helping to establish forensic programs in more schools, in the long run students entering from high schools will enter with similar levels of experience. And in an open program where students may enter regardless of prior experience as is the case of a truly nonelitist program, students and coaches would have to adapt to differing levels of experience, anyway. The key here is to be adaptive to individual needs, and to skillfully remind experienced students that they were novices once, too.

THE NEED FOR FUTURE RESEARCH

This study clearly demonstrates the need for future systematic research into the high school/college interface, and the impact intercollegiate competition itself has on the many groups of students who we desire to participate in the activity. In the present case, a long range study needs to determine the comprehensive university program's impact on the number of students participating in established high school programs and the nature of their participation. We also will need to examine its impact on how many new programs get established, and whether these programs, taken together, can benefit ALL of St. Louis. In the present case, the impact of forensic pedagogy on the college and high school levels in the area as well as the impact on the size of the pool of students entering the college forensic arena from this area need to be examined. The Bridge Program overall has helped to increase the UM-St. Louis minority student population by two percentage points over the past two years--and future study is needed to determine if forensic participation in the programs not only attracts students to intercollegiate forensics, but how it affects the development of the target students both in high school and, hopefully, in college. In terms of assessing the state of affairs of whether colleges are making forensics an activity truly attractive to all regardless of background, research into ranks received, comments received on ballots, and participation along racial lines needs to be conducted similar to Friedley and Manchester's research into differences in these areas on the basis of gender.¹⁰ Such a study would help to make the intercollegiate collegiate community more critically aware of what we are teaching our students, once we persuade them to enter our programs. Finally, a more comprehensive program of research and attempts at implementing programs such as the Bridge program in other metropolitan areas would be helpful. Because of what the high school coaches have offered us, we owe it to them with our research to become more aware of new ideas into how to enable our students not only to become better speakers, but to grow as a result of participation in our comprehensive activity.

Along with the need for future research, I must note that the present case study as well as any future research on this particular case is limited by the fact that in each case, the programs discussed exist in the context of an overall university commitment to reach out to the high schools. Without such a

commitment, at least in the area of forensics, such a program may have less of a chance of succeeding. Hence, while other directors are encouraged to follow some of these paths, they may prove more difficult to follow inasmuch as they may have to be "sold" to a reluctant administrator, rather than being offered to the director of forensics by eager and willing administrators as is the case at UM-St. Louis. Perhaps a director trying to start an advanced credit program in forensics could write a research paper into how to persuade administrators to underwrite such programs, should that avenue be tried in the future. Such a study would give us insight into how programs may work in the absence of similar programs in other departments on campus. These studies might also provide a useful basis of comparison with the case in the present study.

CONCLUSION

Overall, then, this paper has presented the need for a two-way communicative approach when college directors approach high school directors or potential directors. It has outlined how this approach can be implemented in four programs that can work together to form a comprehensive partnership between the major urban university and the high school. It has outlined potential benefits to students, high school programs, and college programs that may result from such a comprehensive program by examining the representative case of the University of Missouri-St. Louis. It has discussed possible challenges to the university program that may result from embarking on such a project, and the need for coaches to be critically aware of how to cope with such challenges. Along with discussing limitations, it has outlined avenues for future research into how the high school/college connection can benefit all potential participants in our activity.

NOTES

¹Malcolm O. Sillars and David Zarefsky, "Future Goals and Roles of Forensics," in James H. McBath, , editor. Forensics as Communication: The Argumentative Perspective (Skokie, IL: National Textbook Corporation, 1975), 88-90.

²Richard Stovall, "Forensics Today," paper presented at the Central States Speech Association Convention, Milwaukee, WI, April 5, 1974, 3.

³Of course, there are many traditionally Black universities which have long traditions in various forms of competitive forensics, but in most collegiate forensic programs, participation from students from inner city backgrounds would still appear limited.

⁴Many examples of individual events programs in or near urban areas such as St. Louis exist--for example, the University of Southern California, Southern Methodist University, the University of Texas-Arlington, the University of Houston, Texas Southern University, Marquette University,

Wayne State University, Ohio State University, LaSalle College, St. John's University, New York University, St. Joseph's College (Pa.), Suffolk University, Emerson University, George Mason University, and the University of Alabama-Birmingham are among those who fielded individual events programs at this writing, and of course there are many other urban institutions where such programs might be established.

⁵Eastern Missouri NFL Tournament Schedule, 1988-89.

⁶Helan E. Page, "Pathways to Selfhood: An Anthropological Approach to Dialogical Education for American Youth of African Descent," The Harvard Educational Review, in press.

⁷Page.

⁸This analysis is not to condemn forensics critics as being any less culturally sensitive than the rest of American society. But I have encountered instances where students either considered leaving forensics or left the activity as a direct result of culturally loaded comments. In 1982 before I directed forensics, a student who used examples solely from minority communities to justify sterilization of those who bore illegitimate children won numerous awards at tournaments throughout the Midwest. And the instance noted in the text occurred in a Fall 1984 Midwestern tournament, where a judge wrote, "You could do a very effective job with humorous poetry--don't feel tied to such repressive selections." While the critic probably intended well, the racial stereotypes were very clear to the African American student upon whom these remarks were inflicted. After this tournament, the student lost all interest in interpretation, and often cites that remark as the reason why. Fortunately, she remained in the program and went on to win numerous awards in CEDA debate. Nonetheless, the damage done in this instance should make us who coach individual events more aware of what we do to students when we question some groups of students for performing selections from their cultural experience and don't question others.

⁹Insight into how an example of cultural bias can affect judging interpretation performances in the classroom, with pedagogical suggestions in coping with that bias, is seen in Earl M., Washington, "Black Interpretation, Black American Literature, and Grey Audiences," Communication Education 30 (July 1981), 209- 215. His suggestions may help collegiate interpretation coaches in conducting their coaching sessions with students from different backgrounds, thereby enhancing the educational benefits for all involved.

¹⁰Friedley and Manchester have developed an excellent research program on male/female participation and judging standards in forensics. Perhaps a similar research project could examine participation along ethnic lines. See Sheryl A. Friedley and Bruce B. Manchester, "An Analysis of Male/Female Participation at Select National Championships," National Forensic Journal 3

(1985), 1-12; Friedley and Manchester, "Male/Female Levels of Participation in Regional and National Individual Events Tournaments," ERIC Clearinghouse on Reading and Communication Skills (1985) ED 263 651; Friedley and N. K. Nadler, "Gender Differences in Forensic Competition and Leadership," in L. P. Stewart and S. Ting-Toomey (eds.), Communication, Gender, and Sex Roles in Diverse Interaction Contexts (Norwood, NJ, Ablex Publishing Corporation, 1987); and Friedley and Manchester, "An Examination of Male/Female Judging Decisions in Individual Events," The National Forensic Journal 5 (Spring 1987), 11-20.