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ABSTRACT

This paper discusses the history, format, implementation, and effectiveness of Student Congress, a legislative session where students debate state, national, or international issues. The first part of the paper discusses the history of the Student Congress in the United States, noting that as it has grown as a national event, its importance as a speech activity has increased and its value as a simulation of political organizations has decreased. The second part of the paper presents a comparison of formats for competitive model student legislatures. The third part reviews the literature on the Student Congress, concluding that the perceived benefits for participants and its dramatic growth as a competitive event justify inclusion of Student Congress in the high school debate/forensic program. The fourth part of the paper reviews the three journal articles that were written as guides for the secondary classroom teacher who wishes to include Student Congress in the speech curriculum. The fifth part discusses two articles written by college directors of forensics who sponsored high school Student Congresses and were encouraging other college coaches to follow their example. The sixth part surveys scorekeepers and students to identify judging factors and student factors that contribute to the effectiveness of Student Congress Contains 57 references and 3 tables of data. Appendixes present Biggers' handout on ethics and conduct, a table of most frequently used parliamentary motions, and three survey instruments. (RS)

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M. A. L. S. TERMINAL PROJECT

The Establishment and Conduct of Student Congress as a Speech Event

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March 12, 1993

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Running Head: CONGRESS

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PART ONE

The History of Student Congress in the United States.

Origins of Student Congress

The first Student Congress in the British Colonies of North America was held at the College of William and Mary under the direction of George Wythe (Dumbauld, 1978;Wallace, 1954). As a Doctor of Laws, it was Wythes' opinion that students should not only know how to argue cases before a judge; but should also be able to argue the merits of legislation before its enactment. One of Wythe's students was Thomas Jefferson who wrote to a friend, "He gives lectures regularly, holds moot courts and parliaments wherein he presides and the young men debate regularly in law, and legislation, learn the rules of parliamentary proceeding, and aquire the habit of public speaking" (Dumbauld, 1978, p.7). As Vice-President of the United States and President of the Senate, Jefferson drew on his college experience to write much of what is still the basic manual of procedure for the United States Congress (Brown,1981; Deschler, 1965; Sussman, 1978).

What is Student Congress?

In the relatively small body of literature on the subject, few authors have attempted to define Student Congress. One early attempt was by Summers (1936), who asked, "What is a Student Legislative Assembly?" (p.21). His answer was a four-page, gavel-to-gavel, review of a five-state Student Congress sponsored by a Kansas chapter of Pi Kappa Delta and held in the Capitol chambers in Topeka.

The following year Keith (1937) gave a one paragraph definition.

> One may ask what is the National Student Congress and what does it propose to do? The four-day session, Tuesday through Friday of P.K.D.

> Convention Week, will be organized to give students experience in the management and procedure of public assemblies. There will be a Senate and a House organized in the manner of our Federal Congress. Forty chapters have by this time elected to send Senators; and each chapter will be entitled to send a representative. Plans of organization and rules of procedure will be sent to each member-elect. Participation though according to a formal order will be easy. Each body will have its own organization, officers, and procedure. Each house will have its committees for the consideration of measures of all types; resolutions, petitions, and memorials may be entered. Discussion from the floor will be a distinct feature of each body (p.109-110).

One salient feature of this definition was echoed by O'Brien (1940), who, after noting the resemblance to real world organizations said, "Such gatherings are characterized by the use of the committee system, the reports of these sub-organizations being acted upon by the assembly under formal rules of parliamentary procedure"(p.9).

Some definitions emphasize the role-playing aspects (Klingman, 1970; Phillips, 1960), while others describe the activities of a student legislator (Biggers, 1982; Lane, 1970). Recent student congresses have been moving away from the model legislative assembly complete with officers and committees. More attention is given to speaking and less to simulation. Early definitions would no longer describe some of the prominent student congresses held today.

For the purpose of this paper, "Student Congress" will be defined as any legislative session where students debate state, national or international issues.

Congresses of the 1920s and 30s

O'Brien's work, "The Historical Development of Student Legislative Assemblies", has been recognized as the foundational work in this field. Authors who have reviewed this work (Taylor, 1975; Weiss, 1982 & 1991) agree with his observation that credit for the earliest student deliberative body goes to the Model League of Nations. The first Model League met under the auspices of the School of Citizenship and Public Affairs of Syracuse University in 1927. By the 1930s, the Model League movement had grown to 37 assemblies involving some 7,200 students from 24 states (O'Brien, p.10). Today the Model League of Nations has become the Model United Nations. Model U.N. meetings are available for both high school and college students. All 50 states and Guam send delegates to various regional M.U.N.s. Still the annual Model United Nations held in New York City under the auspices of the National Collegiate Conference Association is viewed as the final event of the season (Taylor p.14).

The first presidential election since the start of the depression was held in 1932. That year also saw several student conventions replicating national political party presidential nominating conventions and held on college campuses. these assemblies offered little in legislative debate (O'Brien, p.11).

The following year saw a different type of student political convention. Unlike the Model League or the Model Convention which had been sponsored by political science departments, the "Student Convention on New York State Problems" was sponsored by the New York State Debate Coaches Conference. It met on the Campus of Syracuse University. Using a legislative committee process, it worked on issues submitted by the governor of the state. This format was copied in 1934 in Ohio and 1935 in Pennsylvania (O'Brien, p.12).

Also in 1935 the first Boys' State program was held in Illinois (Taylor, p.14). This program, sponsored by the American Legion has since been expanded to both Boys' and Girls' State. It provides high school juniors a week long camp during summer where they can assume roles in state government from the county level to the governor's office. Also included are a model state legislature and Supreme Court. Two students from each state go to Boys'/Girls' Nation in Washington D.C. Among them in 1963 was Bill Clinton.

The year 1936 saw the first Youth and Government Program sponsored by the YMCA. It was held in Albany, New York and included a model state legislature and a model governor. The program has grown so that it now includes a simulated judiciary and executive departments. The program currently involves over 22.000 students from 37 states each year (Kyzer, 1991). Among those who have participated in the program as students are Congressman Robert Clements of Tennessee and Robert Gates, director of the CIA (F. Johnson, personal communication, November 25, 1992).

Also in 1936, state debate associations established model congresses for high school students in Pennsylvania and Missouri. The one in Pennsylvania is still active. Chapters of Delta Sigma Rho set 1939 as the year for their first congress. This was also the year of the four-day, five-state congress held in Topeka which became the model for a later PKD national congress.

In 1937, Rhode Island and Oklahoma held Model Congresses. Neither of these is active today.

The year 1938 marked the first national student congresses. These were the first truly "national" congresses in that students from all over the country attended and there were some qualifications to be met in order to be included. Taylor incorrectly dates the first National Forensic League Student Congress as 1939. It took place in Wooster, Ohio on May 2 through 5, 1938 (Odom, 1969). Karl Mundt was elected president at this first Student Congress. He went on to become a United States senator from South Dakota. NFL has held a national congress every year since 1938 and its format has become the most common example for high school students in speech and debate.

The First Pi Kappa Delta National Student Congress was truly represent.tive of the student membership. The Senate was composed of 39 students elected on a basis of three per province. The House of Representatives counted 125 students with each chapter having one or two elected representatives according to chapter size. The "Rules of Procedures" for this Student Congress were 84 paragraphs or 13 pages in length. An interesting statistic produced by this first Student Congress was that 70 percent of proposed legislation died in Committee. Sixty percent of the legislation making it to the floor was killed leaving only 16 pieces of legislation that were approved (O' Brien, p. 18).

Also in 1938, the Southern Association of Teachers of Speech started the Southern Congress of Human Relations. These congresses are still very active in many southern states and are models of the state legislatures including officers and committees (ASCA, 1991).

As the decade came to an end in 1939 Student Congress seemed well established. Not only were all the states which had previously held congresses continuing to hold them; but the First Delta Sigma Rho National Student Congress was held on March 30-31 in Washington D.C. More than 130 students from 22 states attended.

O'Brien observed that the decade had started with 15 well-established congresses, one sponsored by a student association, three by political science departments and 11 sponsored by speech departments or associations. He felt safe in concluding, "the student legislative assembly is with us to stay..."(p.12).

Congresses of the 1940s

Of the congresses started in the 1940s, two lasted beyond the decade (Taylor, p.14). In 1942 the Purdue Department of Communication sponsored the Indiana State Legislative Assembly. This was a simulation of the United States Congress for high school students complete with officers and committees. The Mississippi Youth Congress, like the Indiana Assembly, debated national and international topics, appointed committees and elected its own officers. It was different from any previous Student Congress in that the Senate was composed of college students and the House of Representatives was composed of high school students. The 1940s may have been the high water mark of Student Congress. One article in The Gavel noted that Student Congress was "the brightest star on our stormy forensic horizon" (Ehninger & Graham, 1947, p.5).

The decline of college congresses

Since World Was II, the number of Model United Nations has increased and the number of college level student congresses has decreased. By 1973 the number of student congresses had decreased from 15 in 1940 to only five (Taylor, p.14). By 1978 the college textbook Directing Forensics could comment that student congresses "play little or no part in a forensics program" (Faules, Rieke & Rhodes, p.45). The 1991-92 Intercollegiate Speech Tournament Results contained only one invitational congress (Hawkins, 1992). That Student Congress was held at De Pauw University for the 18th consecutive year. While it stands as a lone monument to a once thriving area of forensics, it has experienced a decrease in the number of students and colleges in attendance (R. Weiss, personal communication, December 2, 1992).

Another measure of the decrease is seen in Pi Kappa Delta. The congress to be held at PKD Nationals in 1993 will be the first in over a decade. In contrast with the first Pi Kapp National Congress which involved 164 students for four days, the 1993 congress involved up to 25 students in each of two chambers for two and a half hours. There were no committees and no officers. It was offered as an alternative or second event for debate students during forensic rounds and for forensic students during debate rounds.

The only consistently offered college level national Student Congress is provided by Delta Sigma Rho-Tau Kappa Alpha (DSR-TKA). Its existence was in question when the two speech societies joined in the 1960s. (Buehler, 1963). Before the merger, congress was the national tournament activity of DSR. It has survived largely because it is required in order to qualify for sweepstakes. (Weiss, 1991, p.8). While the format has not changed since 1939, it is still a two day congress with committees and officers, participation has dropped from 130 students to an average of 40 students in the past few years (R. Weiss, personal communication, December 2, 1992).

<u>The decline and rise of high school congress</u>

Many programs experienced declines or the danger of ending altogether during the 1960s. YMCA Youth and Government programs lost membership in Oklahoma and ended in Kansas. National increases have more than offset these two state declines (Kyzer, 1991).

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Model United Nations enjoyed an increase in popularity so that by the 1970s there were four Model U.N.s in Kansas and three in Oklahoma that high school students could attend. The 1991-92 school year saw only two in Kansas and one in Oklahoma.

A model state legislature at Pratt, Kansas, sponsored by the political science department of Pratt Community College, came into existence in the 1960s and ended in the 1980s.

In 1967, the Michigan Interscholastic Forensic Association Student Congress was held for the first time. This state-wide program has grown and continues into the 1990s. It consists of a senate, a house of representatives, an executive branch, press and lobbyists altogether involving more than 250 students each year. All who participate receive an award but students must qualify by scoring high in the state discussion festival which precedes the congress (Fitzgerald, 1980, p. 76). Jon Fitzgerald, who has been involved with conducting the congress for the past 12 years says,"Many coaches feel it is the best activity sponsored by the Forensic Association largely due to the lack of judges and the competitive atmosphere found in other congresses" (J. Fitzgerald, personal communication December 4, 1992).

NFL National Student Congress from the 1960s to the present(1)

The 1960s saw a steady increase in the number of students qualifying for the national tournament. This increased pressure on the national office which was confronted with the task of providing facilities, judges and scheduling for ever larger tournaments. The situation became so acute that by 1963 there were more students qualified than the tournament could accommodate and entries were taken on a first-come, first-served basis. Faced with a choice of reducing the number that could qualify or increasing the staff to handle larger numbers of entries, the national office chose to cap the number at 300. The easiest way to cut overall entries was to limit Student Congress. And so, in 1964 the NFL Executive Council reduced the number of students that could qualify for nationals to one senator from each district and one representative for each 1,000 members and degrees on record. For the next eight years, cutting Student Congress became the method of controlling the size of the national tournament.

At the 1965 National Tournament the coaches voted on a referendum which would meet the crush of entries by either completely eliminating Dramatic Interpretation as an event at nationals or cutting the National Congress down to one chamber. This was to be a temporary emergency measure affecting the 1966 National Tournament only. As such it was adopted. But the problem of increased entries continued and what had been seen as a temporary expedient became the routine order of business. At the 1966 National Tournament in New Mexico there were 60 entries in Student Congress as opposed to 240 other students in debate and forensics. By a vote of three to one those coaches present voted to keep congress limited to one chamber. But congress gained a powerful advocate. Albert Odom (then a coach from New York, now editor of The Rostrum) was parliamentarian for 1966 National Student Congress which consisted of a Senate. He came away so impressed with the quality, preparation, and dedication of the student Senators that he started campaigning for a return to a bicameral congress (A. Odom, personal communication, December 4, 1992).

In 1970, National Student Congress almost came to the end of its existence. In that year, the March issue of The Rostrum included a questionnaire that asked, "Do you favor the retention of Student Congress as a major N.F.L. event, both on a local and national level?" Before the results were tabulated some coaches complained that the question was not valid and returns were so spotty that the Executive Council didn't consider them. Three writers chose 1970 as the year to address other educators on the subject of Student Congress (Klingman, Spring KSJ; Lane, November Speech Teacher; and Metcalf, December SCA).

In 1971 an election was held for new members to the Executive Council. Students at the Second Annual Western Kansas District Student Congress introduced a joint resolution calling for the return to two chambers at the National Congress. This resolution passed unanimously and a copy was sent to the Colorado District Congress which also adopted it. Copies of the resolution were sent by this author to all candidates for the Executive Council with a note that the South High School NFL Chapter was seeking their opinion of the resolution before voting. All but one of the candidates responded and those who responded indicated they would support such a motion if elected. This author was asked by James Copeland, National Council Member, to serve as parliamentarian at the 1971 National Student Congress and when the council voted to restore Student Congress to a house and a senate, he expressed his personal appreciation for my efforts in behalf of the motion.

National Student Congress reached bottom in 1971. One chamber with 34 senators was the smallest that Student Congress would ever be. In 1972, 68 students attended the National Congress (Odom, 1972). In 1975, with 83 students attending, there were too many students to have a house and a senate. Congress as a speech activity won out over Student Congress as a simulation and students were divided into three nearly equal chambers having no interaction (Odom, 1975). The number of student congressmen and women exceeded 100 for the first time in 1976 and were divided into four chambers still without interaction (Odom, 1976). The following year the simulation aspect of congress won out as the four chambers were divided into two congresses, the American House and Senate and the National House and Senate. Once again there was interaction as legislation passed by one chamber was sent to the other chamber. By 1987 congress was up to 2c0 students in four unrelated houses and four unrelated senates. This was the year a final round was added pitting the top 24 senators and 24 representatives against each other (E. Trimmer, personal communication, December 3, 1992). Called the Championship Session of the National Student Congress (Odom, 1988), it has since come to be known as the "Super Session".

Conclusion

From 1971 to 1988, Student Congress doubled three times, and in 1991 Student Congress exceeded 300 students (Odom, 1991). As Student Congress has continued to grow as a national event (see Table 1), its importance as a speech activity has increased and its value as a simulation of political organizations has decreased.

PART TWO

Comparison of formats for competitive model student legislatures

Clarification of terms

Some clarification of terms is necessary since not all authorities give the terms "legislative debate" and "parliamentary debate" the same meaning. Kruger (1960) uses the term parliamentary debate to cover three very different models. The first is the format currently in use on the college circuit, two speaker teams defending or opposing a resolution with objections or points of order ruled on by the judge during the round. The second "heckling debate" adds the opportunity for speakers to interrupt each other. The third form of "parliamentary debate" is "legislative debate".

> Its elements are (1) a relatively large group of people representing different institutions, (2) a set of generally accepted rules, and (3) a body of officers to direct the group according to those rules. Oral discourse and behind-the-scenes "politicking" leading to election of officers and passage of bills are envisioned (Kruger, 1960, p.400).

What Kruger calls "legislative debate" may also be called "congressional debate", as seen in this passage:

> Legislative debating is conducted under two formats, "congressional" and "parliamentary". The purpose of congressional debate is to pass a number of bills that reflect the majority will concerning the solution of a particular problem. The motions to be debated are usually reported to the assembly by committees composed of representatives of that body. The purpose of parliamentary debate, on the other hand, is to debate a single resolution that is usually selected and phrased by the group sponsoring the debate (Ehninger & Brockriede, 1963, p.326).

Three step process

In order to cover the differences in Student Congress procedures at various levels it is best to follow a three stage process. First, we must examine the relevant passage from Mezzera D. and Giertz J. (1989) Student Congress & Lincoln-Douglas debate (2nd. ed.) as it is the only text book on Student Congress. Second it is necessary to cite current procedures at the NFL National Congress. This is important since Mezzera and Giertz often describe intended rather than actual procedures and even since 1989 some procedures have changed. Finally, any NFL District or Pi Kappa Delta (PKD) variants will be noted as will the advantages of choosing one format over another.

Notification

How should the host school provide notification of pending legislation?

Prior to the actual Student Congress, bills and resolutions should be distributed to all participation schools. NFL specifies that all schools should receive copies of the bills and resolutions that will be on the agenda at least 30 days prior to the Student Congress. This amount of time allows for adequate preparation by competing students and guarantees better quality of floor debate (Mezzera & Giertz, p.22).

This is the procedure followed at National Student Congress as well as NFL District Congresses. Even better is the procedure followed by Pi Kappa Delta. PKD national legislation was published in the Fall issue of the Forensic providing five months for preparation. The schools attending the WSU Congress were given packets of legislation as they registered.

<u>Order of business</u>

What should be the order of business at a Student Congress?

1. Invocation
2. Call to order
3. Roll call of members and confirmation of seating charts
4. Special orders
   a. Review of special rules
   b. Review of congress procedures
   c. Special announcements and questions
5. Consideration of the calendar
6. Election of Presiding Officer
7. Committee meetings (optional) may be held at a time prearranged by the District Chairperson
8. Floor debate on bills/resolutions
9. Selection of Outstanding and Most-Outstanding congress participants
10. Award of congress gavel and plaques
11. Fixing time for next meeting
12. Adjournment (Mezzera & Giertz, p. 22-23)

National Student Congress no longer has invocation as the number one item. An oath of office has replaced the invocation (G. Harmon, personal communication, September 10, 1992). The invocation is definitely not as popular as it was just ten years ago. The Wichita State University Congress and the Pi Kapp National Congress both chose to omit it. Districts that hold their congress in the state capitol building tend to have invocations. Those that meet elsewhere tend not to have invocations.

Committees

Committee meetings should take place before the opening session if possible. Committees allow students to develop their discussion techniques, suggest amendments, and rank legislation in order of preference for the calendar. At NFL Nationals, committee meetings take place in the morning before the first session and committee reports are used to set the agenda, order of business number five "calendar". Kansas District Congresses still use committees to set the calendar. Others, like Missouri, set the calendar according to the order in which the legislation is received (Z. Ludlum, personal communication, November 25,1992).

Neither the WSU Congress nor PKD's Congress had committees. At the WSU Congress, we will set the calendar by putting first those pieces of legislation for which authors had been declared. The calendar alternated between domestic and foreign issues and could be changed by a motion to suspend the rules.

Non-legislative resolutions

Between number eight and number nine non-legislative resolutions were allowed when all items on the calendar had been considered. This permitted students to introduce resolutions that thank the host school, express concerns about the governance of their organization, or react to some event which occurred during the congress. Sometime during the late 1970's this practice fell into disuse. It should be reinstated.

Election of the presiding officer

Mezzera and Giertz describe the usual procedure for selecting a presiding officer, commonly referred to as the "P O".

> It is also important that the student chosen have a real desire to serve in that capacity and take pride in her or his ability to keep the group running smoothly and fairly. To insure this, students at the District Student Congress are asked to submit their names in advance for consideration as Presiding Officer. If a very large number of names is submitted, the district committee or the General Director will have to select three for each house. Each nominee for Presiding Officer will be allowed to preside for 20 to 30 minutes in rotation. Then the members of the house will select by ballot the one who will preside for the duration of the Student Congress. At practice congresses, the same selection process can be used (p.23).

The nominating procedure is different at NFL Nationals. First, the candidate's name is placed in nomination by a student who gives that persons' qualifications. Second, the nominee speaks in his/her own behalf, stating which recognition procedure is preferred (G. Harmon, personal communication, September 10, 1992). Note that committees will have elected their own presiding officers, so students have had some exposure to individual presiding styles.

Some pre-district congresses allow four nominees, one for each hour of session. Each nominee presides for one hour and is voted on at the same time as outstanding and superior member at the end of the session. This procedure is also used at the Missouri District Congress (Z. Ludlum, personal communication, November 25, 1992).

The advantage of this procedure is that after one hour apiece, members really know who did the best job of presiding. The disadvantage is that students may vote for a less able P.O. who was a very competitive speaker in

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order to remove that person from consideration for Outstanding congress person.

The WSU Student Congress followed the recommended procedure. Two people were nominated, each took a turn presiding, and the members of the chamber voted. By contrast, the PKD National Congress designated the presiding officers in advance based on previous experience.

Election of superior members

The procedures for determining a winner are extremely detailed.

> At the National Student Congress, the Parliamentarian and the Scorer nominate, without consultation, two students for each legislative session. In addition, the three top point earners of the session are added if they were not nominated by either official. At the end of each legislative day, the names of all nominated students are placed on a ballot, and preferential balloting is used to determine for each Senate or House the superior representatives. These students qualify to participate in the fourth, or final, session, from which come the final award winners for the National Student Congress. In preferential balloting, each member marks all names on the ballot with numbers-for example, first through sixth place for a ballot with six candidates. Only one ballot is used to determine preferential winners. The ballots are first separated according to the first choice that is shown on each. The person receiving the lowest number of first place votes is temporarily set aside, and his or her votes are then distributed according to the second choice expressed on those ballots. The person then having the lowest number of votes is set aside, and his or her votes

> are redistributed. This process continues until one candidate has received a majority of the votes and is declared the winner of the balloting. The same ballots may then be used in a similar manner to determine the second most-preferred candidate once the winner's name has been removed as a further contender. The use of this method of voting insures secrecy of the results until the conclusion of the third session or, in the case of the final session, until the Nation Tournament Awards Session (Mezzera & Giertz, p.25).

This is without exception the procedure at the NFL National Congress. Until very recently it was also the procedure at District Congresses. Some dissatisfaction was expressed with the voting process and, after defeating a similar move in April, 1992, the NFL Executive Council meeting of June 13, 1992 granted Districts the choice of having the Outstanding Senators and Representatives (national qualifiers) chosen by critique judges (Odom,1992, p.36-37). The Austin Texas NFL District has chosen the new method for their 1993 District Congress (R. Cox, personal communication, February 25, 1993). The WSU Student Congress used the preferential ballot method; where as the PKD National Congress used the critique judge method.

Timed speeches and questions

Mezzera and Giertz cover the time limit rule very specifically. Yet they omit telling us that the time limit is three minutes.

> All speeches are strictly timed. No Speech, including an authorship speech, may be longer than the specified time. The Timekeeper will be instructed to inform the speaker and the Presiding Officer when that limit is reached. No additional time will be given. During a speech, members may ask for recognition and ask the speaker

if he or she will yield to a question. Because the time for both the question and the answer are taken from a speaker's allotted time, the speaker may begin the speech by stating that he or she will not yield for question until the conclusion of the speech. If a speaker specifies this, then the speech is given without interruption. Then questions are answered as time allows at the conclusion of the speaker's remarks. A special rule can be created by an assembly using the motion to suspend the rules. This rule establishes an automatic cross-examination period following every speech. Some assemblies create such a period for authorship speeches only (p.9).

Some districts do allow the speaker to finish answering a question started before time was called. Most districts follow NFL rules and give the author an automatic two minute questioning period. Time for cross examination may be added or extended by suspending the rules. In Colorado it is customary to allow three questions after every speech regardless of time (T. Scutti, personal communication, November 25,1992). PKD National Congress follows Mezzera and Giertz and allows no extra time for questions.

Time signals vary greatly across NFL Districts. Kansas Districts have the presiding officer rap the gavel once at the end of two minutes and twice at the end of three minutes. Some Student Congresses may use time cards. The NFL District Congress in Austin Texas uses verbal signals (R. Cox, personal communication, February 25, 1993).

Recognition

Mezzera and Giertz describe the intended procedure for gaining recognition. It should be noted that the procedure is the same regardless of whether you are seeking to present a speech or a motion. This is important when you consider that precedent for recognition is awarded to the person with the fewest speeches.

> The proper way to gain the floor in order to make a motion or to participate in debate is to rise as soon as the preceding speaker has finished and at the same time say, "Mr. President" (or "Mme. Speaker"). If the Presiding Officer recognizes you, he or she will state, "The chair recognizes Representative Green." You may then make your motion or give a speech on the pending legislation. If, however, another member of the assembly is recognized, resume your seat until he or she has finished. To interrupt a speaker for questioning, use the following language: "Mr. Speaker (or Mme. President), will the speaker yield for a question?" The chair will then ask the speaker if he or she wishes to yield. If so, you may then ask one question. If not, you resume your seat and do not interrupt again. The Presiding Officer should discourage frequent interruption of thee same speaker. If the speaker has prefaced his or her remarks by saying he or she will not yield until the speech is finished, then no one will be recognized during the speech (p.11).

NFL does not enforce this, the result is some students raising their hands and some standing depending on how urgently they wish to be recognized (G. Harmon, personal communication, September 10, 1992). Most districts go with the raised hand unless meeting in the state capitol. The WSU Congress used a raised hand for recognition while PKD Nationals required students to stand for recognition.

Structure

On page 20, Mezzera and Giertz recommend a bicameral congress with interaction between chambers. Passage of legislation by one chamber necessitates that it be considered by the other chamber.

NFL Nationals has several unicameral chambers with no interaction; the top members of each chamber become members of a final Super Session. Most NFL Districts follow Mezzera and Giertz. At some District Congresses the District Chairperson will assume the role of President and veto or sign legislation as it is passed. PKD Nationals had two unicameral sessions held at separate times for separate awards.

Conclusions

When conducting a Student Congress, it is best to give adequate advanced notice of the items on the calendar. With the exception of the "invocation" it is best to follow the recommended order of business. Although the trend is away from committees, they provide small group discussion and an expedient method of setting the order of legislation on the calendar. Allowing non-legislative resolutions would permit students to express genuine concerns. Unless the presiding officer is allowed to be nominated for Outstanding congress person, follow the procedure recommended by Mezzera and Giertz. Election of Outstanding and Superior Representatives and Senators is still preferred over selection by critique judges. Be sure that time limits and signals are understood by all members of the chamber. A consistent method of recognition would reduce confusion experienced by those attending NFL National Student Congress. And finally, a bicameral congress with interaction between chambers provides a more realistic simulation.

PART THREE

Review of Student Congress Literature

Literature on Student Congress tends to be of two types. There are advocacy articles which praise the benefits of this event. Second, there are "how to" articles for classroom teachers who wish to structure this experience for their students. The latter will be reviewed in Part Four - Methods and Materials for Teaching Student Congress. "How to' articles may also give the benefits of teaching Student Congress. There are no negative articles on Student Congress (Weiss, 1991,p.5).

Perceived benefits of Student Congress

Student Congress has been credited with many positive effects. It has been seen as everything from a good way to pass time while in a German Prisoner of War camp (Schiefelbusch, 1962) to the best means of teaching ethics (Bigger, 1982). Thomas Jefferson perceived the benefits of better public speaking and knowledge of parliamentary procedure (Dumbauld, 1978). Considering the large number of testimonials in the advocacy literature, it is best to categorize the benefits from the most frequently mentioned to the least mentioned.

Citizenship

Citizenship, through the knowledge of real life American political institutions, was the most frequently claimed benefit (HSCH, 1991; Biggers, 1982; Eisenhower, 1953; Freeley, 1993; Keith, 1937; Keltner, 1965; Klingman, 1970; Lane, 1970; Metcalf, 1970; Mezzera & Giertz, 1991; Osborn, 1965; Summers, 1936; Taylor, 1975; Weiss, 1982). No one expressed this benefit more eloquently than Kansas Secretary of State Frank Ryan. "Every student here has learned more about the way legislation is handled, about the way our

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government actually operates, in two days, than he can learn in two years in his classes in college" (Summers, 1936, p. 24).

Communicative skill

The improvement of skills of persuasion was the second highest claimed benefit for Student Congress (ASCA, 1991; Baird, 1950; Biggers, 1982; Juettner, 1978; Keltner, 1965; Lane, 1970; Mezzera & Giertz, 1991; Osborn, 1965; Phillips, 1960; Summers, 1936; Taylor, 1975; Weiss, 1991). One justification for this benefit was that students became so involved in the simulation that they were moved "to a new plateau of expressive power" (Osborn, 1965, p.114). Another justification sees it as a necessary precursor to the previous benefit. "I hold that the experience of debate, of oratory, of extempore speaking, etc. is a vital experience in the growth of responsible citizenship"(Keltner, 1965, p.110).

Parliamentary procedure

Knowledge of Parliamentary Procedure was the third most frequently mentioned benefit (Baird, 1950; Biggers, 1982; Freeley, 1993; Graham, 1963; Klingman, 1970; Lane, 1970; Metcalf, 1970; Mezzera & Giertz, 1991; Taylor, 1975; Weiss, 1991). One advocate stressed the importance of this benefit:

> This knowledge will help him whether his future profession involves him in a chamber of commerce or a union local. He may be able to apply it through his membership in school organizations or later in college clubs and societies. But it is certain that this is one part of his schooling he will have opportunity to use (Klingman, 1970, 38).

An inclusive forensic program

Nine authors found that Student Congress was a benefit to the total forensic program (Baird, 1950; Graham, 1963; Klingman, 1970; Mezzera & Giertz.

1991; Osborn, 1965; Phillips, 1960; Weiss, 1982 & 1991). Weiss has gone further to explain why, if Student Congress is so beneficial for forensic students, so few college forensics directors include Student Congress in their programs.

> If, for instance, a national championship, or even an appearance at a national tournament, is the ultimate objective, then that objective will tend to govern the nature of the program and the opportunities its students may enjoy. One needs to keep up with the circuit... Anything which distracts from those goals will tend to be marginalized at best (Weiss, 1991, p.13-14).

Group discussion

Next in frequency was the benefit of group discussion (ASCA, 1991; Baird, 1950; Behl, 1953; Graham, 1963; Lane, 1970; Mezzera & Giertz, 1991; Weiss, 1991). This benefit is maximized in the DSR-TKA format with its use of committees.

> The legislative conference is a combination of debate and discussion. Small groups meet to formulate bills and then debate them in the general meeting of the conference. It follows, therefore, that students who participate in these conferences should be skilled in the use of discussion, debate, and parliamentary procedure (Behl, 1953, p.290).

Current events and socialization

Increased knowledge of current issues and events (Baird, 1950; Biggers, 1982; Metcalf, 1970; Mezzera & Giertz, 1991; Roosevelt, 1942) and socialization, the ability to work with students holding different beliefs and from different backgrounds (Keith, 1937; Klingman, 1970 & 1971; Osborn, 1965;

Taylor, 1975) were mentioned in an equal number of articles.

Research skills

The eighth most frequently mentioned benefit is the ability to do research (Juettner, 1978; Lane, 1970; Mezzera & Giertz, 1991; Taylor, 1975). The sole textbook on Student Congress contains this observation:

> A librarian interviewed by one of the authors contended that of all the students who use the school library for research-forensic students or otherwise-the ones most astute, most politically aware, and most knowledgeable about the techniques of research were the Student Congress competitors (Mezzera & Giertz, 1991, p. 5-6).

Evaluation, ethics, and analysis

The ability to evaluate other participants in Student Congress (Baird, 1950; Weiss, 1991), a useful laboratory for teaching ethics (Biggers, 1982; Metcalf, 1970), and the development of skills at analyzing evidence (Metcalf, 1970; Taylor, 1975) were the next most frequently mentioned benefits.

Self worth, personal growth, leadership and P.O.W.s

Increased sense of self worth (Schiefelbusch, 1962) may have been what President Roosevelt meant by "personal growth" (1942). Or the president may have been referring to the development of leadership skills (Lane, 1970). But it is doubtful that he meant the ability to impress the German guards at a prisoner of war camp (Schiefelbusch, 1962, p.6).

Good people speaking well

Keller (1992) combines the tenth benefit with the second benefit to arrive at a new benefit he attributes to Aristotle [sic] as "good people speaking well!" (p.18).

How important it becomes then to be a "good person speaking well."

How important it becomes in accepting the thought that even a student congressperson speaks and votes for his/her constituents. How important it becomes that the student congressperson perceives themself as being a "shaper of thought and conduct" in the marketplace of decision making. How very challenging it becomes trying to be a "good person speaking well" (p.18).

Conclusions

No research has attempted to document a relationship between participation in Student Congress and any of the 16 benefits claimed by the literature in the field. Yet the anecdotal observations of 21 speech and debate coaches over a 55 year period may be taken as some form of evidence for the benefits of Student Congress. The perceived benefits for the participant and its' dramatic growth as a competitive event justify the inclusion of Student Congress in the high school debate/forensic program.

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PART FOUR

Review of methods and materials for teaching student congress

Three articles have been written as guides for the secondary classroom teacher who wishes to include Student Congress in the speech curriculum.

Lane's adaptation of NFL

The first article was written for the *Speech Teacher* in 1970. Lane's first objective for Student Congress was as an exercise in persuasion. Other objectives included developing skills in small group discussion, parliamentary procedure, leadership, learning how to work within the system and the realization that the political system does work. She used the NFL format as a basis for teaching the steps of problem solving, argument structure, and validating evidence. She describes the role of the instructor, the author of legislation and the presiding officer. Her experience with this format in the classroom has demonstrated congresses high appeal and interest level for secondary students. Interest was so high and students found themselves so drawn into the process that they did research outside of class.

Congress of human relations

Also written in 1970, *Teaching parliamentary procedure through the student congress* was presented at the annual meeting of the Speech Communication Association (SCA). Metcalf was teaching in the Little Rock public schools at the time this paper was presented. It is based on her experience teaching parliamentary procedure to high school students. Although using the model legislature format pioneered by the Southern Association of Teachers of Speech, much of her advice for instructors is beneficial for those using the NFL format. One useful procedure is making each class a chamber and requiring each chamber to consider legislation passed by other chambers.

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Her rule "No.9 Call your congress the Congress of Human Relations" seems mystifying until you realize that the Arkansas High School Speech Association conducts a state competition called the Congress of Human Relations (a fact not presented in the paper). All of her rules are the same as those at the state competition.

She credits her in-class Student Congress with teaching students how to use parliamentary procedure; understand state, national, and world affairs; recognize the importance of validating facts and of ethical conduct; and learning how to work within the system. An unstated benefit must be the preparation of students to compete at the state level.

Biggers' adaptation of NFL

The third and longest of the articles for classroom teachers was presented at the 1982 SCA convention. Biggers (1982) developed this unit on Student Congress while at the University of Miami. His experience with it was at the secondary level. The unit established course expectations, a point system, a grade scale and an alternate grade scale. It included an order of business which was a hybrid of the order of business for organizations and for legislative bodies. The order of business was precise and explicit for each person with a duty to perform.

The unit also had a day-by-day breakdown to allow for easy lesson planning. Unlike NFL (1 to 6), speeches are graded on a one to 10 point system. The rest of the unit follows the NFL format exclusively.

Supplementary materials included a handout on ethics and conduct, structure for bills and resolutions, the table of parliamentary motions, and sample ballots (see Appendixes A and B).

The objectives for this Student Congress unit included knowledge of parliamentary procedure, advocacy, ethics, current events, and practical experience in the workings of democracy.

Lack of instructional materials

There is only one textbook with Student Congress in the title (Mezzera & Giertz, 1991). It devotes 50 pages to the subject. By contrast the most recent debate textbook devotes less than one page on how to conduct a model congress in class (Freeley, 1993, p. 360).

PART FIVE

Review of procedures for sponsoring a student congress

Two articles have been written by college directors of forensics who had sponsored high school Student Congresses and were encouraging other college coaches to follow their example. The two articles follow the same three step pattern. First, both directors justify the congresses according to a previously stated set of objectives. Second, both establish specific structures and guidelines to be followed. Third, both claim benefits that expand their college programs. This despite the fact that the two congresses are dissimilar in format.

Student Congress and workshop combination

Graham (1960) was director of the forensics program at Central Oklahoma State College when the first of the two articles was written. Central State provided a workshop and student congress combination. This unique format was designed to meet four objectives: (1) provide debate topic information "early in the year"; (2) provide an opportunity to debate in a non-tournament format; (3) encourage group discussion; (4) provide practice in formally conducting a meeting.

Congress sessions were organized using the National Forensic League format. Students debated legislation representing four case areas on the high school topic which had been drafted as bills and sent to participating schools at least 10 days in advance. Each chamber contained 25 to 30 students. A college student was assigned to be parliamentarian for each chamber and presided until students elected a presiding officer.

The program which made use of a broad range of faculty expertise was seen as useful in public relations and as a means of recruiting debaters into the college program.

Model state legislature

The second article was written by Taylor (1975) who was director of forensics at Towson State College, Maryland. She had sponsored the Model Maryland State Legislature. The three objectives of this program were to promote the study and understanding of state politics, to develop skill in evaluating state issues through use of evidence and reasoning, and to promote skill in the use of parliamentary procedure, persuasion, debate, and human relations. Her article covers the step by step processes for invitations, representation, bills, committees and includes a suggested time schedule.

She credited two benefits to this program. The first is the onset of forensics programs in high schools where none existed. This may be seen as an indirect benefit to her college program as it increases the pool of prospective college recruits. A high level of student enthusiasm for the session is a second benefit.

Practical application

As previously noted, there is a lack of literature on the topic of sponsoring Student Congress. For example Knopf and Lanman (1977) Coaching and directing forensics devoted only three paragraphs to Student Congress. Therefore one must move from the realm of concept to rely on experience. From the experience of conducting the WSU Student Congress, the West Kansas NFL District Student Congress in 1973 and 1974, and many invitational congresses, these recommendations can be made.

Provide name tags. In the three Kansas NFL Districts this is not as vital as in districts which hold only one congress a year. By the time a Kansas contestant reaches the district congress he/she may have been to six or seven congresses and is familiar with most of the people in his/her chamber. College congresses will cover a large geographic area and should certainly provide name tags.

Notify entrants of the rules and legislative topics to be considered well in advance. The invitation should include the number of awards, how earned, and any rules that are special to your congress. Schools that have not previously participated should also receive directions for drafting and submitting legislation.

Confirm your scorekeepers and parliamentarians. It is best to do this a few days before the congress to be certain their plans have not changed since written confirmation. If using coaches, so note on the outside of the school packet in addition to the sheet of judging obligations.

Provide each chamber with a gavel, a stopwatch, extra copies of legislation, amendment forms, three seating charts (one each for the P.O., the parliamentarian, and the scorekeeper), a chalk board, chalk, ballots for the office of P.O. and preferential ballots. Pages and page notes are a nice but unnecessary addition. One student from your squad may be given responsibility for securing these items to the chamber in which he/she will compete.

The parliamentarian will need to announce the location of rest rooms, locations for caucusing (and if college level - smoking), rules concerning food and drink in the chamber, and any changes in the time schedule.

In advance of the congress you should assign numbers to the bills and resolutions for easy reference, complete the seating chart placing one student from each school on each row and separating students from the same school, and compare the seating chart to the chamber it represents to be certain seating is adequate and correctly located.

To conclude, many of the things you do for a debate or forensic tournament, reserving rooms, publicity, food for the coaches lounge, you also do for a Student Congress. But when you compare scheduling and tabulating, a Student Congress is much simpler to sponsor and still provides a most rewarding experience for those who enter.

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Notes

1. The history of the National Forensic League National Student Congress is detailed here to a much greater extent than other Student Congresses because of its extensive and growing influence in high school forensics and because of the experiences of this writer with the subject.

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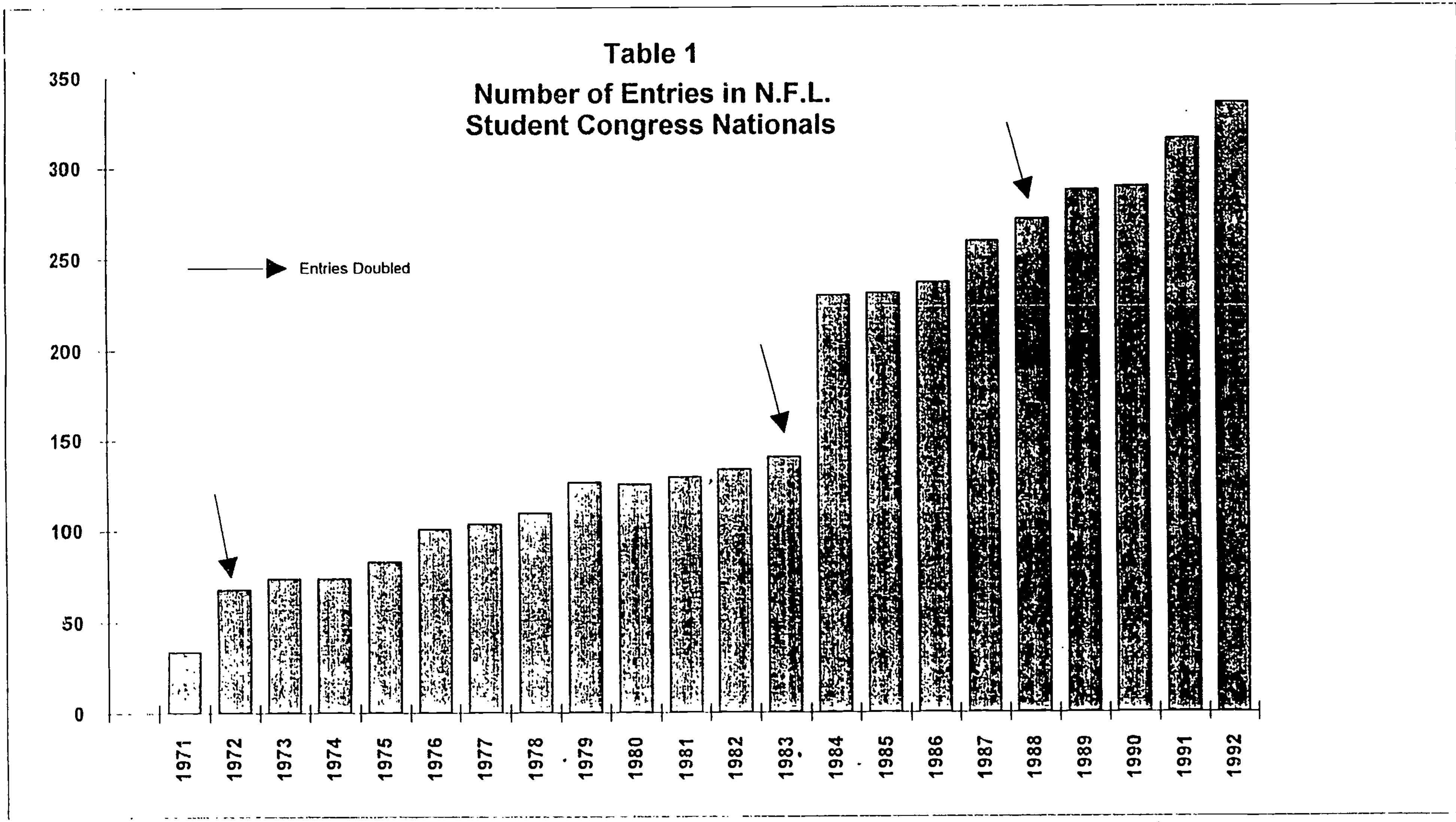
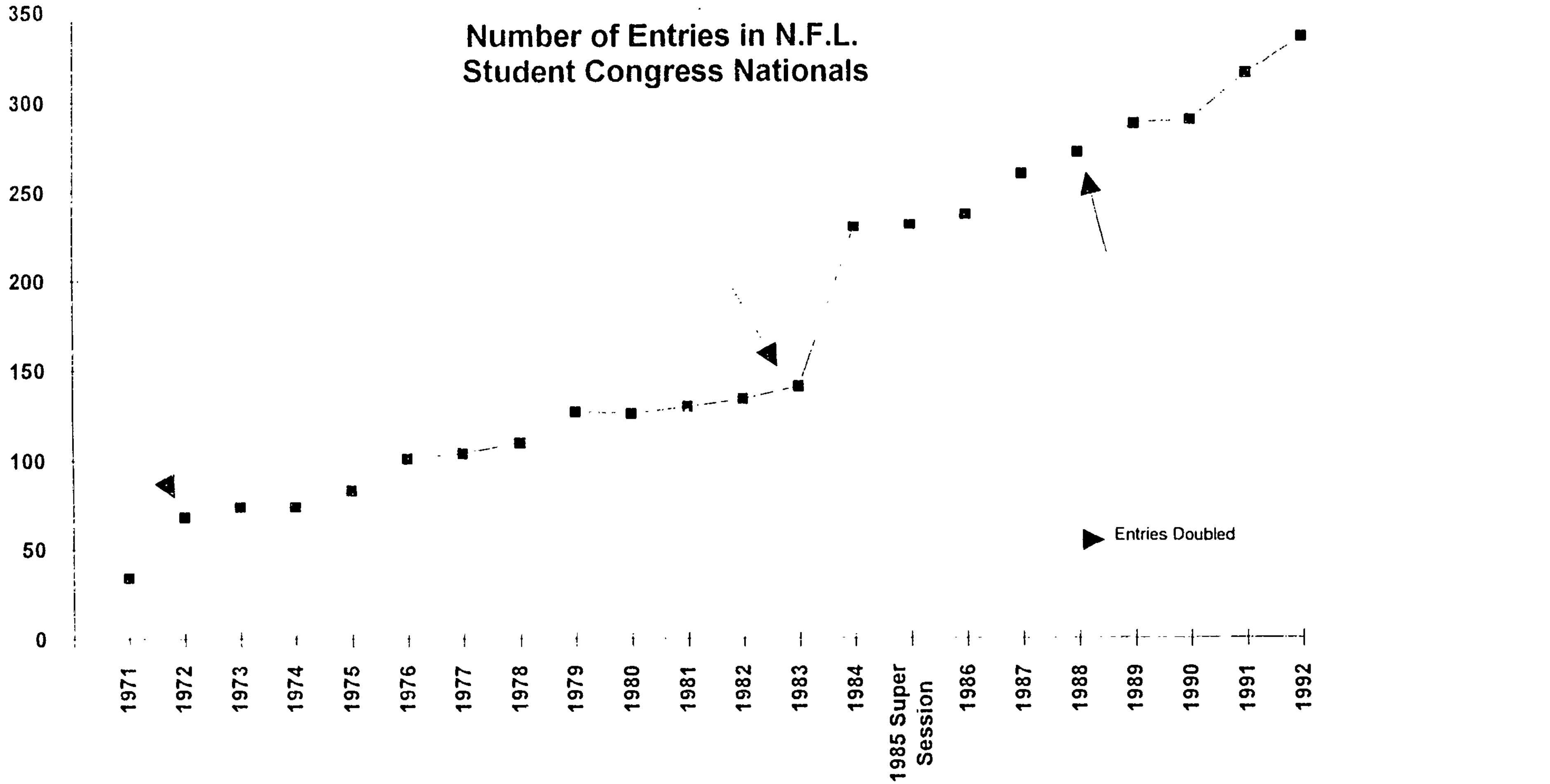


Year	# of Entries	Year	# of Entries	Year	# of Entries	Year	# of Entries	Year	# of Entries
1971	34	1976	101	1981	130	1986	237	1991	316
1972	68	1977	104	1982	134	1987	260	1992	336
1973	74	1978	110	1983	141	1988	272		
1974	74	1979	127	1984	230	1989	288		
1975	83	1980	126	1985	231	1990	290		

Table 1 A



Year	# of Entries	Year	# of Entries	Year	# of Entries	Year	# of Entries	Year	# of Entries
1971	34	1976	101	1981	130	1986	237	1991	316
1972	68	1977	104	1982	134	1987	260	1992	336
1973	74	1978	110	1983	141	1988	272		
1974	74	1979	127	1984	230	1989	288		
1975	83	1980	126	1985	231	1990	290		

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Appendix A

Biggers' Handout on Ethics and Conduct

CONDUCT OF LEGISLATIVE ASSEMBLYMEN

Speaking

A) Each time an individual speaks on a bill/resolution or on an amendment to a bill/resolution, it counts as one speech. An assemblyman may speak no more than five times in one legislative day. FFP's State Assembly is two legislative days. A legislative day = two sessions. If there are more than two sessions, at the start of the third session, everyone starts at zero.
B) Speeches given on secondary motions--e.g., extend debate, refer to committee--do not count as speeches and no points are awarded.
C) Every bill/resolution before the Assembly will receive at least a sponsor's speech.

Questioning

A) To Interrupt A Speaker - If one interrupts a speaker to ask a question and the speaker agrees, the question counts as a speech, BUT RECEIVES NO POINTS.

B) Free Questioning Period - Questions asked during these free questioning periods will not count as a speech and no points are awarded. After a bill/resolution has been read, but prior to the sponsor's speech, there will be a two-minute cross examination period. These questions must be on the mechanics of the bill only. The author must answer these questions. Also, at the conclusion of each speech, there will be a one-minute cross examination period, but the speaker may refuse to answer any questions.

During these free questioning periods, the sponsor or speaker shall recognize the questions. Assemblymen may ask no more than one question at a time, so long as there are other assemblymen standing.

Recognition of Speakers

A) The Presiding Officer's points are awarded on the basis of fairness.

B) Assemblymen who have spoken the least should always be recognized first. For example, a one-person delegation is standing and has not spoken (0%) and an assemblymen from a two-person delegation which has spoken once (50%) is standing. Both of the speakers seeking recognition have not spoken. By the rules and using the percentages, the one-person delegation should be recognized. If the Presiding Officer thinks in terms of percentages, fair and appropriate recognition will result.

C) The Presiding Officer cannot give a sponsor's speech .

D) Speakers will recognize questions during the free questioning period.

E) Speakers may not yield remaining time to another assemblyman.

Voting

A) All votes except to adjourn and secret balloting for Presiding Officers and Best Speakers shall be conducted by standing votes.

B) All decisions will be based upon a majority vote of those present and voting. The only exception will be those secondary motions which require a 2/3 majority according to the parliamentary authority, or these special rules.

Amending

Of course, a bill/resolution may be amended. Amendments must be submitted in writing to the parliamentarian. If the amendment's sponsor is recognized as an affirmative speaker, he/she should say, "There is an amendment on the floor." The Presiding Officer will direct the clerk to read the amendment aloud.

If an amendment is seconded, it will be debated. If it fails to get a second, the author still has the floor as an affirmative speaker. If he declines, then the Presiding Officer will call for another affirmative speaker.

NOTE: SECONDING OF AMENDMENTS TO BILLS/RESOLUTIONS REQUIRES SUPPORT FROM 1/3 OF THE ASSEMBLY.

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Miscellaneous

A) No recesses may be called without approval of Tournament Director or parliamentarian
B) No notes may be send to the Presiding Officer or other assemblymen.
C) Assemblymen may not request permission to approach the Presiding Officer.

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Appendix B

Table of Most Frequently Used Parliamentary Motions

Adapted for use in NFL Student Congresses

Type	Motion	Purpose	Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt a Speaker
Privileged	24. Fix Time for Reassembling	To arrange time of next meeting	Yes	Yes-T	Yes-T	Majority	Yes
	23. Adjourn	To dismiss the meeting	Yes	No	Yes-T	Majority	No
	22. To Recess	To dismiss the meeting for a specific length of time	Yes	Yes	Yes-T	Majority	No
	21. Rise to a Question of Privilege	To make a personal request during debate	No	No	No	Decision of Chair	Yes
	20. Call for the Orders of the Day	To force consideration of a postponed motion	No	No	No	Decision of Chair	Yes
Incidental	19. Appeal a Decision of the Chair	To reverse the decision of the chairman	Yes	No	No	Majority	Yes
	18. Rise to a Point of Order or Parliamentary Procedure	To correct a parliamentary error or ask a question	No	No	No	Decision of Chair	Yes
	17. To Call for a Roll Call Vote	To verify a voice vote	Yes	No	No	1/5	No
	16. Object to the Consideration of a Question	To suppress action	No	No	No	2/3	Yes
	15. To Divide a Motion	To consider its parts separately	Yes	No	Yes	Majority	No
	14. Leave to Modify or Withdraw a Motion	To modify or withdraw a motion	No	No	No	Majority	No
	13. To Suspend the Rules	To take action contrary to standing rules	Yes	No	No	2/3	No
Subsidiary	12. To Rescind	To repeal previous action	Yes	Yes	Yes	2/3	No
	11. To Reconsider	To consider a defeated motion again	Yes	Yes	No	Majority	No
	10. To take from the Table	To consider tabled motion	Yes	No	No	Majority	No
	9. To Lay on the Table	To defer action	Yes	No	No	Majority	No
	8. Previous Question	To force an immediate vote	Yes	No	No	2/3	No
	7. To Limit or Extend Debate	To modify freedom of debate	Yes	Yes	Yes-T	2/3	No
	6. To Postpone to a Certain Time	To defer action	Yes	Yes	Yes	Majority	Yes
	5. To Refer to a Committee*	For further study	Yes	Yes	Yes	Majority	Yes
	4. To Amend an Amendment*	To modify an amendment	1/3	Yes	No	Majority	No
	3. To Amend*	To modify a motion	1/3	Yes	Yes	Majority	No
	2. To Postpone Indefinitely	To suppress action	Yes	Yes	No	Majority	No
Main	1. Main Motion	To introduce a business	Yes	Yes	Yes	Majority	No

*No. 5 Should Include:
1. How Appointed?
2. The Number
3. Report When?
or
To What Standing Committee

T — Time

*Nos. 3 and 4 by:
1. Inserting
2. Adding
3. Striking Out
4. Substituting
5. Striking out and Inserting

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PART SIX

Identification of Wining Characteristics in Student Congress

Judging Factors

The goal of this project was to develop an effective strategy for coaching students to compete in Student Congress. Student Congress is "a meeting where high school students assume the roles of senators and representatives in a national legislature" (Klingman, 1970, p. 38).

Currently two formats are in use. The National Forensic League format dominates most high school competition. The most prominent format at the college level is sponsored by Delta Sigma Rho - Tau Kappa Alpha. Since the goal of this project was to develop information applicable to the high school classroom, the Wichita State University Student Congress was organized using the NFL rather than the DSR - TKA format.

The impetus for this project was driven by two factors. First, Student Congress is the fastest growing high school event. Second, little material is available on this event.

An instructor wishing to prepare students to compete in Student Congress wants to know the expectations of those judging the event. The judges are called scorekeepers since they score each speech given on a scale of zero to six with six as the best. Scorekeepers are usually high school coaches, former high school coaches and former Student Congress competitors. Occasionally the host school, out of necessity, will fill a scoring position with the parent of a student debater; but this is the exception. Each scorekeeper serves for one hour and at the end of that time submits the name of one student for nomination. The nominations are sealed until the last half hour of the session. They are then voted on by the members of the chamber. The vote determines the final placement.

Problem Area

In order to determine relevant judging factors, the following question is posed:

> Research Question: Which judging factors are considered to be most important by those who do the scoring in Student Congress?

Lack of Research

The entire body of Student Congress literature contains not a single set of expectations for those judging the event. Even the most recent article by the N.F.L. National Clerk of Congress does not mention the role of scorekeeper (Keller, 1992). The authors that do mention judging factors are following the DSR-TKA format and see the lack of judges in this format as a positive benefit (Goetzinger, 1965; Weiss, 1982).

Sample

The ideal population would be all coaches, former coaches, and former competitors that serve as scorers in invitational and district Student Congresses. The sample studied consisted of the four scorekeepers who severed during the Student Congress portion of the WSU Mel Moorhouse Forensic Tournament on November 25, 1992. Although this is a small sample, an attempt was made to select a representative cross section.

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Two of the scorekeepers were former debate coaches with experience in hosting Student Congress, one of whom served as scorekeeper in both qualifying chambers of the Southeast Kansas District Congress in 1991. Two of the scorekeepers were former competitors in Student Congress, one had served as scorekeeper in the non-qualifying chambers of every District Congress from 1987 to 1993. Former coaches and former competitors were also evenly divided between male and female.

Methodology

The method was a pre-test and post-test of the four scorekeepers. The pre-test consisted of demographic information plus 15 judging factors to be rated from five for "very important" to one for "not at all important " (see Appendix C). The post-test consisted of the ballot for nominating a student plus the opportunity to add or subtract judging factors on the basis of their hour in the chamber. The instruments were checked against the understanding of a former competitor of the same general age as the scorekeepers. The directions and these instruments were calculated to be reliable and understandable.

Administration

The instruments were researcher-administered. There were no opportunities for scorekeepers to influence each other and all responses were sealed until the end of the Student Congress.

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Findings

Table 2, Rank ordering of combined judging factors, shows the preferences of the scorekeepers. The most important factor according to all the scorekeepers was Organization. This indicates that judges expect speeches to follow a definite outline. The next highest in rank at "4.75" was Responds to arguments of previous speakers. Speeches should be well organized and clash with the arguments others have presented. Two factors, Quality of sources and Verbal delivery, were equally ranked at "4.5". This indicates that research and speaking ability are of equally high importance. Parliamentary Procedure was fifth highest at "4.25", indicating the need for students to be competent in their use of motions. This was followed at "4.0" by Uses evidence. This again emphasizes the importance of research by the student competitor. Thus, six judging factors, organization, clash, quality of sources, verbal delivery, parliamentary procedure and use of evidence, are indicated as very important in judging Student Congress.

Middle Judging Factors

Six judging factors fell in the middle range between "3.75" and "3.25". They are, Handles c-x well, Does not go overtime, Appearance/dress, Shows improvement, and Visual presentation. What is surprising here is the low rank of Visual delivery at "3.25" compared to the high rank of Verbal delivery at "4.5".

Low Judging Factors

The three lowest judging factors were Allows time for c-x at "2.75", Being consistent with previous judges at "1.75", and College the student represents at "1.0". The surprise here is that judges place so little importance on leaving time for cross examination while students are enjoined to reserve speaking time for c-x (Keller, 1992, p.23). (see Table 2)

Educational Impacts

The presentation of speeches is the most visible component of Student Congress. Coaching should emphasize the development of skill at outlining and fluently delivering speeches that contain quality evidence and utilize clash to extend the debate. A second focus should be the development of a comfortable familiarity with parliamentary procedure.

Those judging factors of middle importance suggest that skills such as answering questions in cross examination, not going overtime, and dressing appropriately need be developed only to the point that they do not constitute a distraction.

Even the low factors may have a positive impact on preparing students for competition. The student should feel confident that he/she will be judged according to his/her own merits and not according to the school they represent. Students who receive low scores at the start of the session should be encouraged by the fact that previous scores will have little influence on subsequent scorekeepers. Likewise the student who is doing well can not afford to become overconfident.

Student Factors

There are some student factors such as age, sex and years in school, over which neither the student nor the coach can exercise much control. Coaching decisions are limited to placing students appropriately. For example, a coach would not want to place a high school senior in a chamber of freshmen and sophomores.

Some student factors, such as the number of questions asked, may be influenced by the way a coach structures practice sessions. But during the actual session, the number of questions asked is controlled by the student and the number of other congresspersons seeking recognition.

Some student factors, such as preparation and research, may be greatly influenced by what the coach decides to assign and grade. Only authorship is a factor wholly within the coach's control. The coach decides which piece of legislation will be submitted by the institution the students represent.

Problem Area

In order to coach participants, an instructor wants to know which student factors are important to being nominated for an award in Student Congress. The answer was sought by focusing on two research questions:

> Research question one: Is there any relationship between being nominated and student factors such as age, sex, years in college, preference for Student Congress over other events, preparation, satisfaction, number of speeches given, number of questions asked, amount of research, quality of research, previous experience, participation, total points scored. and authoring a piece of legislation? Only the last four student factors showed a positive relation to being nominated.

Research question two: Is there a relation between final placement by vote of the chamber and a contestants ability to socialize as determined by the number of self-identified acquaintances? There appears to be no relation between final placement and socializing.

Lack of Research

As mentioned in Part Three, in the entire body of literature on Student Congress, there are no negative articles (Weiss, 1991, p.5). While many benefits have been claimed for participating in this event, all evidence is anecdotal. This isn't exceptional since almost no attempt has been made to quantify the benefits of any competitive speech event. Still the literature is instructive in that many benefits claimed for Student Congress are claimed for no other event. No studies exist on what produces an effective competitor in this event. This is a fertile field for research.

Sample

The first step is the selection of survey respondents. The objective is to determine those factors that help someone compete successfully in Student Congress. Thus the population or census would ideally be all college students that attend Student Congress. The sample studied consisted of all students attending the Student Congress portion of the WSU Mel Moorhouse Forensic Tournament on November 25, 1992.

Methodology

The method was a pre-test and post-test of all contestants (see Appendix D and E) and data generated during the event. The pre-test was organized in a funnel format going from general demographic information to specific questions on experience, preparation, and research. It was pre-tested on a WSU debater. This checked the wording of the instrument against the understanding of a

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student of the same age and background as those in the sample population. It also allowed an estimate of the time it would take to complete the survey. This is the same procedure that was followed to check the judges' pre-test. It was calculated to be a reliable and understandable document.

Administration

The questionnaire was researcher-administered. This method is also called group administration. This method is not as widely used as the three other types: interview, mail, and self-administered. It was given in the Student Senate room of the CAC which was also the location of the Student Congress.

One advantage of using a researcher-administered instrument was to screen for possible biasing factors. For example, if the student thought those serving as judges would see his/her answers, the student might be tempted to inflate their preparation or experience in order to influence the judge. This was corrected for in both the instrument and the directions. On the instrument, the student was identified by school code instead of by name. Second, before students started to answer the questionnaire, it was announced that their answers would remain sealed until the Monday following the tournament. These and other procedures followed the guidelines recommended by Floyd J. Fowler in Survey Research Methods (1984).

Findings

Age

Is age a factor in being nominated?

The mean age of the sample as a whole was 20.5 years.

The mean age of those nominated was 20.75 years - not a significant difference. To a coach, age would not be an important consideration when choosing contestants.

Sex

Was sex a factor in being nominated?

The sex ratio in the sample as a whole was 50%

The sex ratio among nominees was 50%, no difference. Sex does not appear to be an advantage to being nominated.

Years of college

Is there an advantage to the number of years you have been in college?

The mean for the sample as a whole was 2.4 years of college.

The mean for nominees was 3.0 years of college - no significant difference. A senior appears to have no significant advantage over a sophomore.

Preference for Student Congress

Is preference for Student Congress as an event over other events a factor among nominees?

Students were to rank four events, Drama/Interp., Public Speaking, Debate, and Student Congress with "1" as the favorite form of competition to a "4" for least favorite. Preference for the Student Congress in the chamber as a whole was 3.43.

Preference among nominees was 3.5 not a significant factor. Students are able to perform well in an event that is not their first choice.

Preparation

Is the number of things a contestant did to prepare a significant factor?

The pre-test provided seven options that students could have done in preparation. For the chamber as a whole the number of things done to prepare was 2.37.

Among nominees the number was 2.5. While this shows a slightly greater amount of preparation among nominees, coaches typically expect a higher level of preparation from their students.

Satisfaction

Was satisfaction with the congress a significant factor?

The composite satisfaction among all members of the sample was "3.68" on a five point scale.

Among nominees, composite satisfaction was "4.05". It is probably a truism for any student who does well in any competition to be more pleased with the way it was conducted than those who did poorly. This influence was to some extent controlled for in that students rated the congress before nominations were announced.

Number of speeches

Is there a positive relation between the number of speeches given and being nominated?

The average number of speeches for the sample as a whole was 2.31 Among nominees the average was 4.25. This starts to approach significance. A coach should encourage students to give frequent speeches.

Number of questions

Is there a positive relation between the number of questions asked and being nominated?

The average number of questions for the sample as a whole was 3.3. Among nominees the average was 7.2 or more than double the norm. This is a significant factor. A coach would want to chose students who are able cross examiners or to encourage the development this ability.

Amount of research

Is the total amount of research a factor?

For the sample the norm was 2.6 sources

Among nominees the norm was 2.5. This shows that the amount of research a contestant possessed was not a significant factor in being nominated.

Quality research

Is research from quality sources a factor?

For the sample as a whole the average was .75.

Among nominees the average was .50, not a significant factor. This finding maybe misleading. Some nominees, who indicated they did not have evidence according to the pre-test, used evidence during the session. The ability to use evidence during the session is of greater importance than possessing it before the session.

Previous experience

Is experience a positive factor in being nominated?

Total previous experience, defined as a combination of having attended Boys or Girls State, the number of previous congresses and the number of previous Model United Nations, was 3.7 for the sample as a whole.

Among nominees total previous experience was 5.7. This starts to approach significance. When the presiding officer, who received an award and was therefore for ineligible for nomination, is included with those nominated the average increases to 7.0. Thus previous experience is a positive though not the most positive factor among those receiving awards. A coach should consider previous experience when choosing students to compete in this event.

Participation

Is participation in terms of speeches and questions a factor?

Participation for the sample as a whole was 5.9. Among nominees the average was 12.2. More than double the norm and therefore a significant factor. Speeches and questions are very visible activities and draw recognition from the scorekeeper.

Total points

Is there a relation between total points awarded for speeches and being nominated?

Total points per-nominee

Place	Contestant ID	Total points
1st	06	23
2nd	14	13
3rd	05	21
4th	16	22

Top Point Contestants

Points	Contestant ID	Place
23	06	1st
22	16	4th
21	05	3rd
20	02	--

There does appear to be a positive relation between total speech points and being nominated for 75% of the nominees. A coach should consider a student's previous record when selecting entries for the District Congress.

Authorship

Was authoring a piece of legislation a factor in being nominated:

For the sample as a whole 75% were not authors, 25% were authors. Among nominees, the percentages were reversed, 75% were authors 25% were not authors. This is the most significant factor in being nominated. This places a great amount weight on the coach's decision when choosing the pieces of legislation to be submitted.

Socializing

Is there a relation between socialization and placement?

1st Ranked Student

Knew 2 others at start

Knew 3 others at end

net gain of 1

Talked with others before the congress

2nd Ranked student

Knew 5 others at start

Knew 5 at end

net gain of 0

Did not talk with others before congress

3rd Ranked student

Knew 6 others at start

Knew 8 others at end

Net gain of 2

Did not talk with others before congress

4th Ranked student

Knew 0 at start

Knew 0 at end

net gain 0

Did talk with others before the congress

From this data there would appear to be no positive relation between socialization and placement. Although there may be a relation between negative socialization and low placement. A future research question might utilize interaction analysis as a predictor of peer placement.

Table 2

Rank Ordering of Combined Judging Factors

5.0	Organization
4.75	Responds to arguments of previous speakers
4.5	Quality of sources
	5.0 Former student competitors
	4.0 Former coaches
4.5	Verbal delivery
	5.0 Males
	4.0 Females
4.25	Parliamentary Procedure
4.0	Uses evidence
3.75	Handles C-X well
3.75	Does not go overtime
3.5	Appearance / Dress
3.5	Shows improvement
3.25	Visual presentation (gesture, stance)
3.25	Eye contact
2.75	Allows time for C-X
1.75	Being consistent with previous judges
	1.0 Males
	2.5 Females
1.0	College the student represents

Appendix C

Name________________________ School represented____________________

When judging student congress speakers, how important do you consider each of these?

very important	5	4	3	2	1	not at all important
1. Dress/appearance	5	4	3	2	1	
2. Organization	5	4	3	2	1	
3. Quality of Sources	5	4	3	2	1	
4. Uses evidence	5	4	3	2	1	
5. Verbal delivery	5	4	3	2	1	
6. Visual presentation (gesture, stance)	5	4	3	2	1	
7. Eye contact	5	4	3	2	1	
8. Allows time for c-x	5	4	3	2	1	
9. Handles c-x well	5	4	3	2	1	
10. Overtime speakers	5	4	3	2	1	
11. Understands Parliamentary Procedure	5	4	3	2	1	
12. Responds to arguments of previous speakers	5	4	3	2	1	
13. Being consistent with scores of previous judges	5	4	3	2	1	
14. A students speeches improve	5	4	3	2	1	
15. College the student represents	5	4	3	2	1	

If there is one thing on the above list that is more important than the others it would be

____

(over)

Rank these events in the order you enjoy judging;
#1 your favorite event to judge to #4 your least favorite:

______Drama/Interp. I.E.   ______Debate

______Forensics/Public Speaking I.E.   ______Student Congress

Check any events you were in as a student:

________High School (NFL) Student Congress

________DSR-TKA Congress

________Model United Nations

________YMCA Youth and Government

________Boys/Girls State

________Congress of Human Relations

________Other events ________________________________

Check any events you have judged, scored, or sponsored:

________High School (NFL) Student Congress

________DSR-TKA Congress

________Model United Nations

________YMCA Youth and Government

________Boys/Girls State

________Congress of Human Relations

________Other events ________________________________

Appendix D

W.S.U. Student Congress

School Code & LETTER ____________ Age_______ CIRCLE ONE Male/Female

Class: CIRCLE ONE Fr/Soph/Jr/Sr Race: CIRCLE ONE

White (not Hispanic)
Black (not Hispanic)
Hispanic
American Indian-Alaskan
Other ____________

High School attended ____________

State ____________

High School Coach ____________ College Coach ____________

Number these events (1 to 4) with #1 your favorite:

________Drama/Interp I.E. ________Debate

________Forensic/Public Speaking I.E. ________Student Congress

With how many students in this room are you acquainted?________

Tell the approximate number of times you have attended each of the activities below, if none put 0.

________High School (NFL) Student Congress
________DSR-TKA Congress
________Model United Nations
________YMCA Youth and Government
________Boys/Girls State
________Congress of Human Relations
________Other legislative Body____________

Check any of the following things you did to prepare for this student congress.

_____looked over the legislation
_____looked over the rules of procedure
_____talk with students you knew would be in this congress from other colleges
_____wrote out arguments on each bill or resolution
_____grouped evidence with legislation
_____practiced at least one speech

Other ____________

(over)

Check any sources you drew upon to prepare for this Student Congress:

Popular magazines	Newspapers	TV News
____Newsweek	_____London Broil Times	_____ABC
____Time	_____Washington Post	_____CBS
____U.S. News	_____New York Times	_____NBC
____New Times Review	_____Wall Street Journal	_____CNN
____Other below:	_____Wichita Eagle	_____CSPAN
____________________	____________________	____________________

Other Sources:

_____National Journal _____Economist _____Congressional Quarterly

_____Earth in the Balance _____United We Stand_____The Way Things Ought to Be

____

The nine topics of legislation for this congress are:

1. Improved relations with N.Korea 2. National Liability Insurance

3. Congressional term limits 4. Change the National Anthem

5. Victim Compensation 6. G.A.T.T. - Protectionism

7. Glass Ceiling 8. Oral Critiques in I.E. 9. Marine Mammals

On which topic do you feel most prepared to speak? #____________________

On which topic do you feel least prepared to speak? #____________________

On how many of these topics do you feel prepared to speak? ____________

Appendix E

School Code & LETTER __________

CONGRESS EVALUATION

How would you rate this congress on the following items?

	Done well	5	4	3	2	1	Not done well
Congress packet		5	4	3	2	1	
Facility/location		5	4	3	2	1	
Awards		5	4	3	2	1	
Method of Judging		5	4	3	2	1	
Quality of Judging		5	4	3	2	1	
Quality of Speeches		5	4	3	2	1	
Student Preparation		5	4	3	2	1	

Now that congress is over, what do you feel would have helped you prepare?

1.

2.

3.

The best thing about this congress was: ______________________________

The thing that most needed improvement was: ______________________________

With how many students in this room do you now feel acquainted? __________

What source did you find most helpful? ______________________________