

administrators, and students know what debate is and what it does, they will see it as a valuable activity; it is an educational exercise with extraordinary intellectual merit.

Obviously, the benefits of debate are enjoyed most by the people who actually do it. And yet, there is much to be said for listening to debates as well: spectators often learn a new way of thinking about a problem or an issue. It makes sense, then, to fashion a strong public profile for the debate team. Spectators can be invited both from within the school community and from outside of it. (For the uninitiated, the team can provide materials that outline the rules and procedures of debate.) As a matter of habit, the debate club should publicize its competitions. It should announce debate resolutions to the community in advance of the debate. And certainly, the debate club should publicize its results. A team that does well deserves the recognition of the school community. Sometimes this means making use of the school newspaper or announcement system. Some clubs, however, also publish their own newsletters.

IMPORTANT CONCEPTS IN CHAPTER 17



- Critical thinking is one of the most important skills fostered by participation in a debate club.
- Debate clubs should be supported by school teachers and administrators.
- Debate clubs should include not only the most talented speakers but also others who can benefit from debate participation.
- Debate clubs should foster inclusion and cooperation.
- The debate club needs a dedicated space for practice and research.
- Debate clubs should meet on a regular schedule.
- Debate clubs should develop student leaders over several generations of debaters.
- Recruiting and retention are important tasks of debate club leaders and members.
- Teachers, parents, and former debaters should be encouraged to take on roles of debate coaches.
- Parental involvement in debate clubs should be encouraged.