

ROSTRUM

Volume 73

Number 8

April, 1999



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Desert Sun National's Host

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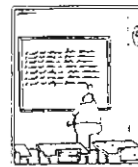
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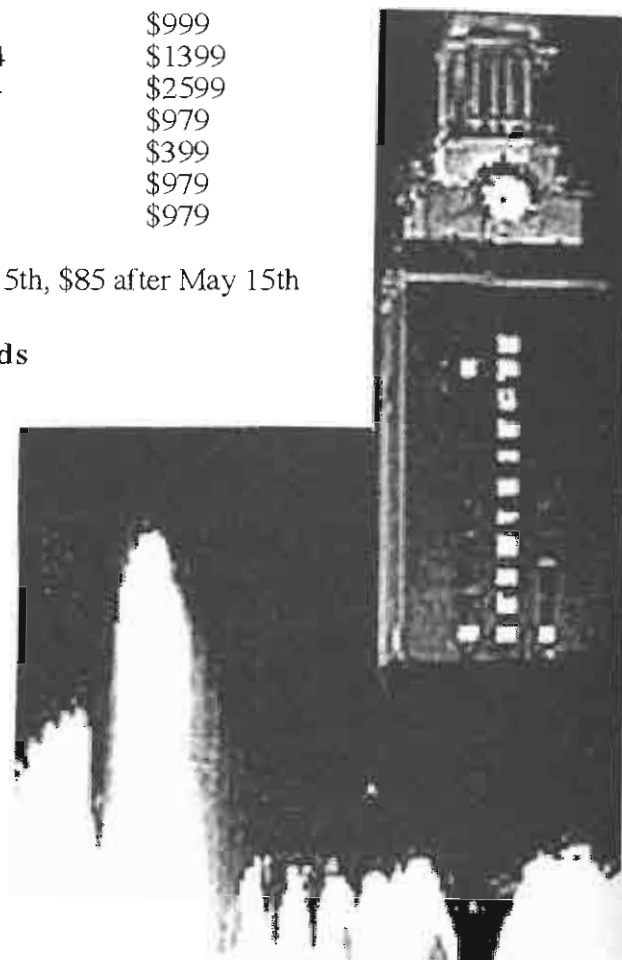
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ON THE COVER: Mel Olson, Your Arizona Host for the Desert Sun Nationals.

NEXT MONTH: District Tournament Results, Jason Baldwin and a Dr. David Cheshier column.

IN SEARCH OF EXCELLENCE AWARDS

The Sweepstakes was popular with large squads and many prominent NFL coaches were most unhappy when NFL had to adjourn the award due to pressure from the then chairman of the NASSP Committee on Contests and Activities, Joseph Laine.

The Committee's rule is absolute: "8. Team . . . competitive events are strongly discouraged at the national level." What chairman Joe Laine told Bro. Rene' and me at the Virginia meeting was plain: "the committee does not want a national champion team or school selected."

So what can be done? There can be no single school named national champion and competitive points (earned school versus school) are discouraged. Yet schools want to win team awards!

The answer lies in the rejection of *place* (top 5, top 14) as a basis of team awards. The old NFL system and the current NCFL system, based upon "competition between schools", do not meet the NASSP guideline. What may replace *place*? A fixed standard!

Instead of school awards being based upon relative ordinal positions between point earning schools, awards should automatically be earned by any school which meets a *preannounced and fixed standard of excellence* (ie. if you shoot a 72 you have shot par, regardless of what others in your foursome shoot!).

If each school squad, coming to nationals, knows they may win a school excellence award by matching or bettering a *preannounced standard*, regardless of what other schools may or may not do, then they may seek excellence in a totally non competitive way.

Three awards will be offered at the 1999 Nationals:

Distinguished Performance in Speech

(Includes all Speech Events)

Distinguished Performance in Debate

(Includes Team, L/D, and Congress)

Distinguished Performance in All Events

(Both speech and debate)

What will the fixed standard be?

Speech	40 rounds
Debate	40 rounds
All Events	60 rounds

Why should these numbers be the standard?

The answer is arbitrary but as the coach whose teams have won the most sweepstakes (10 NFL, 6 NCFL) I offer both subjective and an objective reasons.

Subjective: any school which has four students in speech reach the quarter finals -- round 10 -- is in my opinion, first rank. Four times ten = 40. This 40 points may be earned in a variety of ways (ie one finalist (13) one Semi finalist (12), two octa finalists (8+8)). Please note that *only elim rounds count*. Not prelims or runoffs!

Any school which has 2 debate teams in double octas -- round 10 -- is top rank. Four students times 10 = 40. Forty may also be achieved by one team in round 11, an L/D

contestant in round 12 and a congress semifinalist 8 (11 + 11 + 12 + 8)).

[Legislative debate -- Semis = 8; Finals = 10, Place = 13 Why? Semis has 64 kids -- like 60 in speech rounds 7+8; finals has 24 kids -- like 30, in rounds 9+10, to place in top 9 is like final round in speech (13)]

Objective: 800 + schools at Nationals: 1% = 8 schools: 2% = 16 schools. True distinction should be top 1% or 2%.

A winning all events performance must contain entrants from both speech and debate.

Actual example: 1996 National Tournament

Speech (40 points needed)

*James Logan, CA	12, 12, 12, 13, 10, 10, 8 = 77
*Evansville-Reitz, IN	13, 13, 10, 10, 10, = 56
*Apple Valley, MN	13, 8, 8, 8, 8, = 45
*Holy Ghost Prep, PA	12, 13, 13, 13, 10, 8, 8, = 77
*Regis, NY	13, 12, 10, 8, 8, = 51

(Next school at 34; next at 31)

Debate (40 points needed)

*Greenhill, TX	12, 12, 15, 15, = 54
*Topeka HS	12, 9, 9, 10 = 40
*Hutchinson, KS	9, 9, 13, 13, = 44
*Glenbrook North, IL	15, 15, 8, 8, = 46

(Next school at 37)

All Events (60 points needed)

*Topeka, KS	37(S) + 40(D) = 77
*James Logan, CA	77(S) + 8(D) = 85
*Univ. School, FL	36(S) + 24(D) = 60
*James Martin, TX	36(S) + 24(D) = 60
*Regis, NY	51(S) + 9(D) = 60

(Next school at 58)

(Greenhill entered *only* debate entries; Holy Ghost entered *only* speech, so neither win an All Events award even though they exceeded 60 points.)

Fourteen trophies would have been awarded in 1996 -- the same number awarded when NFL had a sweepstakes -- between 1% and 2% of attending schools.

Schools now may compete for excellence awards at the 1999 Desert Sun Nationals. The NFL Council has adopted the above plan as a one year trial.

-JAMES COPELAND

LINCOLN FINANCIAL GROUP NATIONAL TOURNAMENT L/D TOPIC
Resolved: Capitalism is superior to socialism as a means of achieving economic justice
(may not be used at district tournaments -- penalty: disqualification)

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Glenn R. Capp Professor of Forensics and Director of Debate, Baylor University

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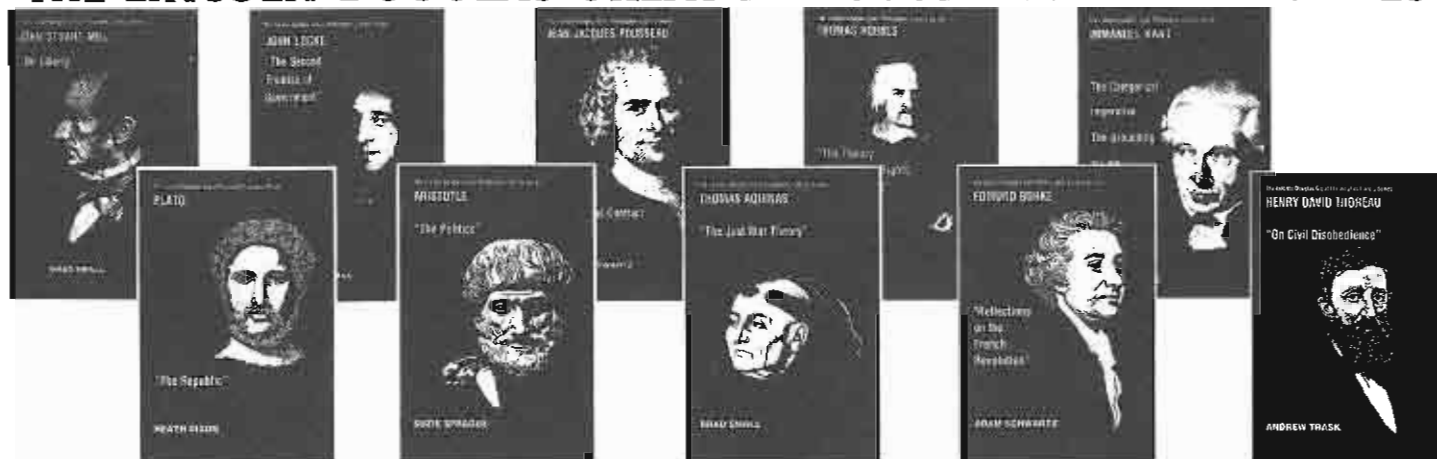
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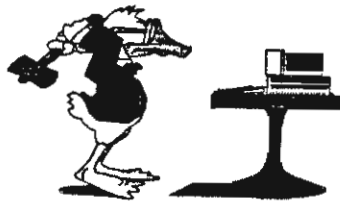
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There are a variety of ways to access the Internet. Netscape has the best reputation as an access program, but any program will be effective. Your local community will almost certainly have a connection service for about \$15-20 a month (look in the Yellow Pages under "Internet Products and Services" or "Computers--Bulletin Boards and Online Services"). There are also numerous commercial services that give you both

Internet connection and a variety of user-friendly news-services, business reports, and games Most aggressive among these is AOL (America Online, 8619 Westwood Center Dr., Vienna, Va. 22182-2285; has occasional overload problems). Others include Prodigy (632 Broadway, NY, NY 10012), Spring Internet Passport, CompuServe, and AT & T WorldNet Service (40 Grissom Rd., Plymouth, MA 02360).

Getting on the Internet is easy. But once there your knowledge of how to use it is crucial. There is no Library of Congress or Dewey Decimal system on the Web. You must know how to access and use a search engine, a good directory, and or a free link service to find what you need. The CDE Web site has the largest speech specific free link service (go to <http://laplaza.org/~bennett> and select the "Free Links" button on the left side of the screen.).

Directories use professionals to classify Web sites into a subject-related organization. The research results are similar to search engines. "Yahoo" is the most widely known service reachable on the web at www.yahoo.com.

Search Engines record by word the most important and or the most common words in a document or Web. When you put key words into your search request the search engine matches your words to the words in its database(s) to give you a list of sites and information locations that are most likely to meet your needs.

Search engines are *wonderful* tools, like a very good index at the library, but they all have two flaws. **First**, they are "stupid"; they can only work off of the words you supply and cannot read any interpretation or meaning into them. Thus your word choice and how you submit the words is important. Careless or uneducated word choice can give you thousands of listings, most of which are utterly useless to you. **Second**, no search engine covers anywhere near the entire Internet. The search engine list I include at the end of the article includes metasearchers and the biggest search engines to help you minimize this problem. But only checking several search sites will assure that nothing important is overlooked.

Hints To Help You Find What You Need on a Search Engine

The most common mistake is to use too few words in your search. There are very effective ways to structure a research question to target and get the results you need.

To help you understand what you should do let's use an example. Suppose you are in Lincoln Douglas and are researching the topic "Capitalism is superior to socialism as a means of achieving economic justice". Using the information contained in this topic statement, you will see how an effective job of research can be built following a ten step process.

Guideline	Example	Explanation Why It's Important
1. Use nouns as key words	Justice	Verbs, adjectives, adverbs, and predicates are often thrown away by the search engine.
2. Use 6 to 9 key-words	justice, economics, socialism, capitalism, achieve, philosophy	Adding keywords can reduce how many citations and documents are returned by 95-99%
3. Use an asterisk at the end of a word rather than a plural or "ing"	philosophy* OR economic*	The asterisk tells the search engine to match all characters after it, increasing coverage 50%+
4. Use synonyms and be sure to add an "OR" between them	socialism OR communism	This covers the most likely way(s) an idea can be described so your coverage is better. Avoid "OR" in other situations.
5. Combine key-words into phrases, and put quotation marks around them	"economic* justice"	Phrases restrict results to EXACT matches. If the term occurs naturally it helpfully narrows results.
6. Put 2 or more techniques together	"economic* justice" socialism OR communism	Triangulating multiple words narrow results 99% AND improves the usefulness of the results.
7. Use parentheses around phrases	("economic* justice")	It's a simple way to be sure that the search engine reads your phrases the way you meant.
8. Put main or most important subject first	("economic* justice") capitalism (socialism OR communism)	Search engines often rank documents higher if it/they match first terms.
9. Link concepts with an AND	("economic* justice") AND (capitalism OR socialism OR communism)	The AND holds the search request together.
10. Select the best search engine or metasearcher		Good search engines almost always uses what's known as "Boolean logic". Metasearchers increase coverage 200-400%.

And, finally, there is rule #11:

Use your **Home Page**. At the start of every search engine there is a home page, a first page, that does at least two things: it asks you what you want it to search for, and it gives you ways to learn more about how this particular search engine works. Search engines do *not* all follow the same organization, they do *not* all follow Boolean logic. Like people search engines differ in what makes them tick and how they are best utilized.

Finding Good Search Engines and Directories

There are three types or of tools to help you get started: Metasearchers, Search Engines, and Speciality Directories.

There are over 1,000 search services on the Web. They vary greatly in size and quality. For debaters and extempers just getting comfortable with computers, or still open to improving their skills, the following is a good cross-section of some of the best free tools available.

Metasearchers:

1. Inference FIND.

<http://www.inference.com/infind/>

The first search tool that calls out in parallel many of the best search engines (WebCrawler, Yahoo, Lycos, Alta Vista, InfoSeek, and Excite). They merge the result, remove redundancies, and clusters the results in understandable groups.

2. Metacrawler:

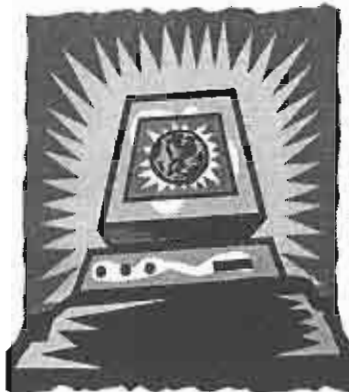
<http://www.metacrawler.com>

The home page has a lot of useful options plus the basic good search features.

3. The Internet Sleuth:

<http://www.isleuth.com/>

Extempers might want to start here if you are going to use a metasearcher because it not only has a good search ability, but also several news connections noted on its "home" or front page.



Search Links:

1. *Northern Light*. This search site has two extra features, in addition to a solid search base. First, it supplies many full articles from 3400 magazines, journals, books, newspapers, and newswires. Second, it uses a "Folders" approach that is easily learned and helps you better organize your search. <http://www.northernlight.com/search.html>
2. *InfoSeek*: Good news, search tips, tools. Updated daily, includes automatic name recognition in the search engine. Strong on finding all word variants (e.g. you put in "inice" it will also check "mouse"). Good for recent brinks, extemp articles.

Check : <http://www.infoseek.com> or

<http://www2.infoseek.com/Home/Home.html>

3. *HotBot*. Sharp web-crawling index. Has explicit Boolean searching. Usually ranked first or second-best in search engine quality polls next to AltaVista. (AltaVista is included in the Inference FIND Metasearcher). HotBot includes over 110 million pages!

Search: <http://www.hotbot.com/search.asp>

For those with a big budget Lexis is an up-to-date very large data base that provides full articles, not just bibliographies or abstracts. It is widely used by the richer private high schools as well as many college speech teams across the country.

Conclusion

In Book 5 of *POLITICS* Aristotle reminds us that "We cannot learn without pain". Even today he is right, but the agony can be repeatedly slashed by learning how to use a computer.

Several people I love swear that learning how to use a computer and the Internet is more pain than staying with their old familiar tools: the library and the typewriter. This is a foolish mistake. Learning new wonderful tools is a delight of our era, to do less suggests an irrational and unproductive approach to life.

Debate and extemporaneous speaking are competitive events. Participants cannot help learning a great deal just by participating. But to consistently win takes every bit of skill, work, and research that you can muster. The Internet offers you a wonderful way to do more in less time than you have ever accomplished before. To not learn how to use the Internet is a bad decision that increases your work load and reduces the quality of what you produce.



William H. Bennett

(William H. Bennett is Chairman of the CDE Debate, Extemp, and Lincoln Douglas National summer camps. CDE is on the Internet at <http://laplaza.org/~bennett>. Copyright William H. Bennett, 1999.)

CALL FOR LD TOPICS (Deadline May 5, 1999)

Coaches and students who wish to suggest L/D debate topics for the 1999-2000 season should send them to:

**Lowell Sharp
Golden High School
701 24th St.
Golden, CO 80401-2398**

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Outstanding Resources: The University of Kansas holds over 5 million volumes in its library system. The campus is also home to a large federal document depository and a nationally-renowned archive. Students will find a wealth of resources related to the education topic at KU.

Outstanding Facilities: Students stay in air conditioned, double-occupancy residence hall rooms and eat in KU's award-winning dining facility. Everything a student might need during their stay, including a bank, restaurants, recreation facilities, an arcade, basketball and tennis courts, are all available on the beautiful Mt. Oread Campus at KU.

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The two-week camps will offer labs in advanced and intermediate divisions. The advanced division is for experienced high school debaters. Students are exposed to advanced theory and work intensively on developing in-depth approaches to the topic. The intermediate division is for students with some experience who seek to improve their basic skills and to begin investigating more advanced theoretical concepts. All students are given ample opportunity to research both affirmative and negative aspects of the topic. A tournament concludes each of the two-week camps.

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The most advanced workshop offered by the Jayhawk Debate Institute. The three-week session is for advanced high school debaters. Students will receive extensive assistance in research, argument construction, and debate skills, participate in tournaments, and receive special instruction in advanced debate theory. The Extended Debate Institute is directed by Dr. Scott Harris, Director of Forensics at KU, and is coordinated by the most senior members of the institute staff. Jayhawk Extended Debate Institute students should expect to participate in at least 10 tournament-style practice rounds during the institute as well as numerous, individualized practice sessions. Students participating in this session should expect to do a great deal of original research during their stay at the Institute. Last year, individual and lab assignments yielded more than 1,500 pages of original research spanning all aspects of the topic.

THE LINCOLN-DOUGLAS DEBATE DIVISION

The Lincoln-Douglas division will teach theory, practice, and strategies of one-person debate. This division will be headed by Kevin McCulloch, of Colorado State University. In addition to his own outstanding high school career, McCulloch has had a highly successful collegiate career in both Lincoln-Douglas Debate and Parliamentary Debate. His expertise in the field of philosophy also makes him a uniquely qualified and dynamic teacher. This is not just a policy division transformed into L-D! The focus is on strategies and theory adapted to the unique demands of value debate. In addition to McCulloch, students will be exposed to a series of guest lectures on theories of argument and methods of presentation by Kevin Minch, a former collegiate L-D national champion, that will help students with all aspects of debate preparation. Philosophy lectures will survey a number of philosophers whose ideas currently influence Lincoln-Douglas debate.

LOW COST!

With Room and Board: \$1100.00 (3 Weeks) or \$800.00 (2 Weeks or Lincoln-Douglas)

Without Room and Board: \$725.00 (3 Weeks) or \$470.00 (2 Weeks or Lincoln-Douglas)

A \$50 non-refundable deposit is required at the time of application.

For More Information Write, Call, or Surf the Web!

Jayhawk Debate Institute

3090 Wescoe Hall

The University of Kansas

Lawrence, KS 66045-2177

(785) 864-9893, kminch@eagle.cc.ukans.edu, <http://raven.cc.ukans.edu/~coms3/five.html>

Samford University's 25th Summer Forensics Institute 17-31 July 1999

Samford University is pleased to announce the dates and staff for our twenty-fifth summer forensics institute. This year we plan to continue to improve the quality of our Lincoln-Douglas, Policy, and Individual Events offerings.

At Samford University we are firmly committed to offering students the greatest value for their money. We carefully maintain a **7:1 student-faculty ratio**. All of our staff are seasoned **professional coaches** with national reputations. Our curriculum is carefully **planned** and **supervised** so that no moment is wasted. Every student gets the individual attention and direction they need to meet their goals and fulfill their potential in a **secure and supportive** environment. Our program for novice debaters is widely considered one of the best in the nation. Our IE staff is unparalleled. Where other institutes have come and gone over the years, the Samford University Institute continues to prosper. The directors of the 1999 Institute:

Co-Director
Institute
William Tate
MA

Director of Debate, Montgomery Bell
Academy of Nashville, TN; Director,
Samford Summer Institute, '87-99;
U. Iowa Inst. '86-99; President,
National Forensics League

Co-Director I.E.
Frank Thompson
Ph.D.

Director of Forensics, U. Alabama;
1998 DSR-TKA National
Championship; Dozens of I.E.
National Championships; President,
DSR-TKA; Host of the 1999 AFA I.E.
Championships

Co-Director
Institute; Director
Policy
Michael Janas
Ph.D.

Director of Forensics, Samford U.;
Fmr. Coach, U. Georgia and Iowa; U.
of Iowa Inst. '89-97; Longwood
College Inst. '89-93; Samford
Summer Inst. '94-99

Director
Teachers
Division
Skip Coulter
MA

Coach, Mountainbrook Jr. High, AL;
former Director of Debate, Samford
U., '77-87; Samford Forensics Inst.,
'77-99

Co-Director L-D
Pat Bailey
MA

Fmr. Director, Homewood High, AL;
'89 LD National Championship;
Director, U Iowa LD Institute '87-99;
Samford Forensics Institute '83-99

Co-Director L-D
Claire Carman
BA

Coach, Episcopal High, TX; 1993
NFL L-D Champion; U. Iowa Inst.
'94-99; Samford Forensics Inst. '94-
99; Rice University

Co-Director L-D
Marilee Dukes
MA

Director, Vestavia Hills High, AL; '93,
'98 LD National Championships;
Policy National Champion '92;
Director, U Iowa LD Institute '87-99;
Samford Summer Forensics Institute
'83-99

Co-Director I.E.
Dan Mangis
MA

Coach, Texas Military Institute; NFL
Finalist, Extemp, 1993; National
Champion, Student Congress;
University of Alabama I.E. Team;
DSR-TKA Finalist; U. Iowa Inst. '92-
94; Samford Forensics Inst. '95-99

The Samford Summer Debate Institute is not designed to make a profit. We do not fund any part of Samford Debate through the institute. Fees for the institute cover all essential expenses for students during the two week period. We firmly intend to offer high quality instruction at the lowest possible cost to the student.

Tuition, room and board for all divisions	\$875.00
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For more information, contact:

Dr. Michael Janas or
Dir. of Forensics
Samford University
Birmingham, AL 35229
(205) 870-2509
mijan@samford.edu

Mr. William Tate
Montgomery Bell
Academy
4001 Harding Rd.
Nashville, TN 37205
(615) 269-3959

INTERNET SITES FOR SPEECH

TEAM DEBATE, EXTEMP AND LINCOLN DOUGLAS LOCATIONS ON THE WEB

by William H. Bennett

Within each group sites are listed in alphabetical order. All sites listed in this article were active as of October 24, 1998.

CX Debate Links

CDE. Free blocks, free case, huge number of free links, books for sale, summer camp information and applications.

<http://laplaza.org/~bennett>

Debate Central. Theory, case lists, software, research aids. University of Vermont.

<http://debate.uvm.edu/lobby.html>

The Debate Clearinghouse. Sells hand-book, has news, schedules.

http://members.tripod.com/~debate_forensics/

Debate Information Center. Links to newspapers (domestic and foreign), broadcast and network sites, think tanks, and other debate groups.

<http://www.debateinfo.com/>

Debate Net. <http://debate.net/>

Debater's Research Guide to the Internet. Has a few nice links.

<http://www.arts.richmond.edu/~debate/drindex.htm>

Debating Directory. International debate directory that has addresses of debate societies in many countries, mailing list.

<http://skynet.ul.ie/~debates/linkstodebatingsocieties.html>

Edwin W. Lawrence Debate Library. Part of Univ. of Vermont web site.

<http://debate.uvm.edu/lib.html>

Government Printing Office web site.

www.access.gpo.gov/

The NFHS warns that the free annual government publication on the national high school debate topic will no longer be available on paper, it will only appear on this site.

The Matrix. Server for Debate Central and the Univ. of Vermont speech and debate program.

<http://debate.uvm.edu/>

National Debate Coaches Association.

<http://ndca.debate.org/>

National Federation of State High School Associations. Offers *Forensic Quarterly* and some useful inexpensive pamphlets.

<http://www.nfhs.org/speech.htm>

National Forensic League.

<http://debate.uvm.edu/nfl.html>

Online Debate. Personal page with some links and evidence trade offer.

<http://emptyjay.home.mindspring.com/debate/bottom.html>

Paradigm Research. Offers books for sale, and has link section.

<http://www.iglobal.net/paradigm/>

UIL. Gives links to topic, government, media sources on current debate topic.

<http://www.utexas.edu/admin/uil/index.html> for home page and index.

www.ria-novosti.com/index.html for excellent Russia research links.

Tournament of Champions. Lists TOC tournaments, calendar.

<http://toc.debate.org/>

University of Limerick Debating Union. See "Debating Directory"--they own it.

CX Think Tank Links

New Coalition for Economic and Social Change. Not only is a think tank itself but has a page of links to other think tanks. Good links.

<http://www.newcoalition.org/other.htm>

Policy.com. On the homepage of this news service the left column has a "Community" heading with Think Tanks, Advocacy Groups, and other related subdivisions you can link to.

<http://www.policy.com/>

Think Tanks & Research Institute. Almost 100 different think tank links. Includes almost all the big boys (CATO, Hudson, Brookings, etc.)

<http://www.libarts.ucok.edu/political/links/think.htm>

Walter Koerner Library. Links to over 30 different think tanks.

<http://www.library.ubc.ca/poli/associat.html>

Extemp Links

America's Voice. Political action group with congressional links, details on pending legislation, television video streaming.

www.americasvoice.com

CDE. Has over 100 links, summer camp information and application, extemp books for sale, free stuff, more.

<http://laplaza.org/~bennett>

Debate Information Center. Has links to numerous newspapers (good long list) and broadcast publications.

<http://www.debateinfo.com/>

Extemp. Links to over 100 extemp useful sites.

<http://members.aol.com/vandyaa/page34.html>

Extemp. Favorite Sites. Personal page with good graphics and links to New York Times, Dallas Morning News, Boston Globe, San Jose Mercury News, and Int'l Herald Tribune.

http://members.aol.com/_hta/vandyaa/page3.html

Extemp Land. Set up by extemp coach Denise. It has beginner's information, filing hints, links, practice questions.

<http://members.aol.com/DOWNESNEY/extemp.html>

The Extemp Page. Some basics then 20 links to over 2000 magazines, newspapers, foreign newspapers.

<http://members.aol.com/Yoniyon/extemp.html>

Extemp Resources. News sites include major news sources, regional newspapers, extemp land, extemp online, extemp page, National extemp.

<http://members.aol.com/wedebate/ie/extemp.html>

Extemp Resource Page. Links to 5 U.S. papers, 4 international papers, 5 newspaper collection sites, wire stories.

<http://mn.debate.org/extemp.htm>

Extemp Resource Sites. Set up by University Interscholastic league. Gives links to magazines on the web, news networks, newspapers.

<http://www.utexas.edu/admin/uil/aca/speech/exsites.html>
International Extemp.

International Extemp.

<http://www.dnai.com/%7Eenoahs/mps-beta/ie/ie.html>

Flying Inkpot Newspapers. An international collection of online newspapers. You can browse by geographical area.

<http://webvisions.com.sg/inkpot/news>

Internet Public Library Reading Room newspapers. Worthy newspapers with substantial online text availability, and its FREE. Search tip: browse subject list alphabetically. At bottom of the browse page you can enter a search. Or you can view the list of journals alphabetically.

<http://www.jpl.org/reading/news>

JSC 4FUN's. 25 links to magazines, foreign and U.S. newspapers, CNN. Good graphics.

<http://members.aol.com/JSC4FUN/index2.html>

Major newspapers and magazines on the Web.

<http://www.arts.richmond.edu/~debate/respap.htm>

The Newspaper Source. Carroll College extemp file pages, magazine list, policy review site.

<http://www.geocities.com/CollegePark/Campus/1009/pogie.html>

Open Secrets. Political scandal site.
www.opensecrets.org

Paradigm's Web Links for CX Debaters. While intended for team debate the "News On The Web" section has 32 good links for extemp.

<http://www.iglobal.net/paradigm/cxlink.html>

Policy.com. The policy news and information source. Has news stories, issues library, search site ability, and a useful "Community" heading on the left side of the home page.

<http://www.policy.com/>

Political Resources. Has candidate web sites, political information.

[Http://PoliticalResources.com](http://PoliticalResources.com)

The Quotations Page. Offers a "quote search", links, other divisions.

<http://www.starlingtech.com/quotes/>

The Web Search Wizard. Under the heading "Other Ways To Find Things On The Internet" there are two very good Newsgroup leads and 4 search engines specifically for news research and articles.

<http://www.monash.com/spidap5.html>
Yahoo! Social Science: Communications: Forensics: Extemporaneous Speaking. Search engine plus quick links to Extemp Land, Extemp Online, Extemp page, Extemp Speaking, Extemp-O-Rama (links).

http://dir.yahoo.com/Social_Science/Communications/Forensics/Extemporaneous_Speaking/

Lincoln Douglas Links

CDE. Has 100 plus links, books for sale, free blocks, research series, summer L/D camp information and enrollment form.

<http://laplaza.org/~benett>

Dlinks. Has two good philosophy links.

<http://panescu.esu14.k12.ne.us/~dfrank/dlinks.html>

The Lincoln Douglas Debate Complex. Includes basics for novices, topic analysis on current NFL topic, a links page, message boxes.

http://ourworld.compuserve.com/homepages/under_world/

Paradigm Research. Has L/D links and books to sell.

<http://www.iglobal.net/paradigm/>

TogaLD. Has topic analysis, online resources, publications, updates.

<http://www.geocities.com/~togald/>

Lincoln-Douglas

Philosophy Links

The Big Philosophical Internet Search Guide. Includes general philosophy guides

and search engine, other useful search engine connections, search tips, meta-encyclopedia of philosophy. Loaded with good search tools.

<http://homepage.tinet.ie/~cgs/search/>
Guide to Philosophy on the Internet. Includes search engine for the Hippias search engine for philosophy. Has good Table of Contents.

<http://www.earlham.edu/~peters/philinks.htm>

NOESIS. Philosophical research on-line.

<http://ialab.evansville.edu/ei/pi/>

The Philosopher's Magazine. Articles and links to over 200 philosophical resources.

<http://www.philosophers.co.uk/info.htm>

Philosophy in Cyberspace. Well organized into 5 sections. Has internal search engine.

<http://www.personal.monash.edu.au/~dey/phil/>

Philosophy Sources on the WEB. Has a search function, abstracts, periodicals index, dictionary, more.

<http://www.lwc.edu/administrative/library/philosop.htm>

Rutgers Philosophy Resources. Has search tools.

<http://www.libraries.rutgers.edu/rulib/artshum/phil/phil19.html>

(*William H. Bennett is Chairperson of the CDE National Summer Camps in L/D, Extemp, and team debate. The CDE web site is: <http://laplaza.org/~benett>)

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- **Free preview:** See what you're buying before you decide. We have over a hundred pages of free evidence available in our Preview section.
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- **Message board and chat room:** Interact with other debaters around the country, using either our discussion board or our real-time chat room.
- **Discussion list:** Discuss issues with dozens, or even hundreds, of other debaters at once by joining our email discussion list.
- **Links:** Whatever you're looking for on the Web, you can start with us. We have prepared a list of hundreds of links to useful research sites and to other debate sites on the web.

FOL

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**As Featured
in People Magazine . . .**

Institute Directors:

Linda M. Collier

Director of Instruction

Under Collier's direction, UMKC's debate squad became the first in history to win both the Cross Examination Debate Association (CEDA) and National Debate Tournament (NDT) National Points Championships in the same year, 1997. The UMKC debate squad has ranked in the top 20 of the CEDA rankings for the past 10 consecutive years and has won four national championships in the past four years. UMKC debaters have won tournaments at the University of Southern California, University of South Carolina, University of Utah and Cornell University, among others.

David Genco Kingston

Director of Policy Debate

David is the assistant director of debate at UMKC and formerly coached at the University of North Texas and University of Kansas. Winner of the 1994 CEDA National Tournament, David has been on staff at Kentucky, Stanford and SDI.

Other Confirmed Faculty:

Martin Glendinning, director of debate for Broken Arrow Public Schools in Oklahoma, has been a three-time qualifier and octa-finalist at the NDT. He coached and assisted nine Oklahoma State Champions, 12 NFL national qualifying teams, and a TOC quarter-finalist and third speaker. Martin also coached the 1998 NFL top speaker.

Jenny Baker, assistant coach at UMKC and former top national circuit debater, was invited to the South Carolina, Jesuit and Redlands round robin her senior year, and earned 8th speaker at CEDA nationals. She was also a member of the All-American squad her senior year.

Brent Siemers, assistant coach at UMKC and former debater at Kansas State, was 2nd speaker at CEDA nationals and a CEDA All-American as a debater. He was also a member of the 1993 CEDA national championship team.

Scott Betz, **Josh Coffman**, **Matt Baisley**, all current varsity debaters at UMKC, have experience teaching at institutes. Scott has been a member of the All-American squad, and all three debaters have set records for achievement on the UMKC debate team.

See our web site for staff updates.

Policy Debate Phase I

Evidence production is shared between labs, and debaters are taught research skills along with debating skills. **Policy evidence photocopy costs are included in the price of the institute.** There is an eight-round, concluding policy debate tournament and a minimum of four additional practice rounds included in the two-week general session schedule. Phase I is open to students of all levels, but is limited to the first 120 who apply. Save up to \$50 for "early bird" registration by June 1.

Residential and Commuter options available:

\$715 – Residential **by June 1**

\$415 – Commuter **by June 1**

\$765 – Residential **after June 1**

\$450 – Commuter **after June 1**

Policy Debate Phase II

Exceptional team debaters are invited to apply for an additional week of study. During that third week, the student-faculty ratio will be 2-1. Special emphasis will be given to refining speaking skills and developing competitive strategies. Participants in Phase II will complete two video-taped practice rounds each day along with speaking drills. Phase II is for advanced students and is limited to 16 qualified applicants.

All Phase II applications are due June 1.

Resident option only (no Commuter) available:

\$1,135 for Phase I and II

Up to 3 hours of college credit is available to all students for \$45 per credit hour.

Coaches Workshop

Coaches will be offered residential or commuter training on the 1998-99 policy topic. Graduate credit is available, but enrollees do not have to purchase graduate credit to participate in the workshop. Continuing education credit is available for a portion of the workshop (See Coaches Weekends below).

Resident and Commuter options available:

\$770 – Residential/Private Room \$425 – Commuter

\$725 – Residential/Shared Room

Continuing education credit is not included in the above costs (see below).

Coaches Weekends

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THE UNDERMINING OF COMPETITIVE FORENSICS

by Dan Cerquitella

Every year the activity of forensics changes. Sometimes these changes are overt. Other times, these changes sneak up on us, and catch us unaware. Some we have control over, some we don't. And some we should have control over, but unfortunately, we fail to exercise our influence, and before we know it, forensics has changed for the worse. At tournaments both local and national, I have observed areas of concern that threaten to undermine competitive forensics.

Affirmative Disclosure

The growing trend of disclosure warrants a closer examination. For those unfamiliar, the affirmative team reveals their case area and advantages to the negative team, and in return the negative team reveals their strategy, specifically revealing their key arguments. Traditionally negative teams find out what the affirmative is running at the same time the judge does, with the reading of the 1AC. Teams that have hit prior, or have been doing a good job scouting might have a heads up as to what the affirmative is running, but there were no guarantees that an affirmative team wasn't switching cases.

Disclosure seems to be blatantly counter-intuitive to the very nature of debate on several levels. First, it has the effect of nullifying the affirmative advantage given them to balance out presumption. As an advocate for change, the affirmative is presupposed to have a tougher job than the negative. The affirmative must prove just cause for change, whereas the negative must only disprove. A tie goes to the negative based on presumption. Because of this advantage, the affirmative may select their topic, and keep it under wraps until the debating begins. Judges, of course, allow latitude for negatives forced to argue exceedingly abusive cases, but basically, negatives must be prepared to argue the affirmative in different ways. They must prepare for as many specific case areas as possible, but also may prepare generics to argue against various policies that the resolution implies. Disclosure serves to lessen one of the few advantages affirmatives have. I fear what comes next. Disclose your affirmative with your tournament registration? List affirmatives on posting sheets?

Advocates for disclosure also argue that disclosing makes for better debate, the argument being that if both sides are aware of what arguments will be run, we will see a better examination of the relevant issues. This argumentation is faulty on face. The object of competition is to win. Plain and simple. After all, we give out trophies at these events and have odd numbers of judges in out rounds. (It is not the purpose of this paper to ignore, or examine the many fine ancillary benefits of competition. Whole books can be written on the life skills competitive debate develops and fosters. Those issues are not denied, nor are they relevant here.) Indeed, why should disclosure be limited to only debate. Perhaps football teams should disclose. The offense could tell the defense that the next play will be a pass down the right sideline. That way the defense can adapt before the play, and we can have the best possible football game imaginable. How about a pitcher telling the batter what's coming? "The next one will be straight down the middle, that way we can have the best possible ball game." It just doesn't make sense.

I might be more amenable to a discussion of the merits of disclosure if I had ever been witness to any actual merits. How many times have we judged debates where the affirmative discloses, and the negative, now in possession of this vital information that can be used to increase the educative value of their activity, opt to run a Clinton DA and a Kritiq? This is what disclosure is for? Generics? I have sat and waited while a negative team huddles, discusses the affirmative case, and announces "Anarchy Counter-Plan, and Eco-Fem."

I am afraid that disclosure has become an ego boost for senior kids, and that the novices have begun to mimic this nonsensical practice. I think disclosure probably originated with a few students who were so good that to them it didn't matter if anyone knew what case they were running. They were that good. And now it has morphed into this semi-institution in parts of the country. I even sat on a three judge panel in Octo-finals at a tournament a few years ago where a judge weighed in. Before the round started the negative asked the affirmative to disclose, and the affirmative refused. The negative pleaded to the judges for help. I

said sorry, they don't have to disclose. Another judge however berated the affirmative for such cheap tactics, and threatened to sign her ballot right there for the negative if the affirmative did not disclose that instant. Amazing. And, what was the strategy the negative came up with in response to the disclosure? You guessed it, Clinton and a Kritiq.

Another argument against disclosure is the lack of effective redress. If either side does not follow their disclosed strategy, what recourse does a team have? I've seen debates where affirmatives complain after a negative springs an undisclosed argument on them, and the negative replies that they thought of it after the debate started. This leaves the affirmative feeling wronged. But there is nothing that can be done because they have engaged in practices outside prescribed rules. And how can we address teams who out and out lie about their case and/or arguments? I can't as a judge hold a team accountable if they have a conversation before the round and one team misleads the other. I am there to adjudicate the round itself, not behavior outside the round. The argument might be made that a team that would mislead is unethical, and I would agree, but since no mechanism is in place to deal with that type of abuse, all the more reason to discourage the practice of disclosure in the first place.

Part of what makes this activity so special is the necessity for students to learn to think on their feet, to adapt. To initially hear the first affirmative along with the rest of us. To make strategic decisions and commit to a game plan as the 1AC unfolds. Conversely, affirmatives wait for hints of what the negative has in store in the initial cross-examination period, and then see what the negative unfurls in the first negative constructive. Disclosure diminishes this competitive atmosphere. Consequently, our debaters lose an edge. They don't have to be as sharp as they would have to otherwise. Debate is a showdown between minds. Disclosure takes away part of what is unique about this fine activity.

The Interventionist Judge

Of growing concern are judges who unfairly and inappropriately intervene in the debate round itself, through the pre-round discussion of judging philosophy. Coaches

usually encourage their students to ask the judge before the round what their paradigm is, or what their judging philosophy is. Another idea that sounds good in practice but is fraught with danger.

An area that won't be examined in depth here deals with students not understanding the answers to these questions. I am sure you have expounded on your particular paradigm, only to have it across the board ignored by all participants. Try this: next time a debater asks you what your paradigm is, ask them what paradigm it should be or even better, what is a paradigm? You'll be surprised at some of the answers you receive. I've asked that question about 10 times this year, and only received a correct answer once. The answers ranged from "I don't know, but we're supposed to ask" to my favorite "A paradigm? That's where you want us to be nice to each other." All too often we as coaches give the students the questions, but not the knowledge to process the answers.

Rather, let's look at how judges unfairly enter the realm of debate. The common axiom is everything is debatable. While I won't debate that idea, I would argue that it is the students' job to debate, not the judges' job to enter the round and affect argumentation and issue selection. And this is happening on a routine basis.

Longer and longer answers are becoming commonplace. Judges go on at length on their ideas, likes, dislikes, past experience and debate prejudices (Last year I watched a judge explain his judging philosophy prior to judging a round of novice impromptu). While a certain amount of information is desirable, often helpful, judges undermine the activity when they cross the line of impartial judge, and affect the direction of the argumentation. Let's look at some examples. The judge who says they dislike topicality. The judge who says they won't vote on inherency. The judge who won't consider generics. These judges, by expressing their opinions, are entering the round by affecting the issue selection of the debaters. The judge is narrowing the field of choices that a team may decide to argue. In a court of law, the judge would be deemed to be handicapping one side. In debate, we unfortunately accept this transgression. When a judge says that they won't vote on, say, inherency, they are taking away one possible avenue of argumentation, because of their own preconceived notions. They are saying that they disagree with the bulk of the work done in the area of

debate theory that says inherency can and should be considered. By saying you don't vote on inherency, you are saying that there is a barest minimum standard you refuse to hold the affirmative to, that no matter how egregious the infraction, it is a moot point. All judges have different standards and thresholds that must be met before they vote on arguments, but to say you steadfastly refuse to consider and weigh certain arguments means, as a critic, you are an active interventionist. And that is unfair to the competitors.

Judges must remember, must be taught, that they are there to judge the participants. To evaluate their performance. Not to direct their choices in the round. They are there to evaluate, not influence. To use a football analogy, referees don't tell the players prior to game time "All right, I don't like fake punts, or going for it on fourth down." Imagine a baseball umpire saying "No stealing bases. I don't like sneaky playing tactics." That would be wrong. And so is letting our personal bias affect and direct the argumentation in a round we are judging. If we don't like kritiks, we should note on the ballot when we find that argumentation ineffective and not overly persuasive. If we don't like topicality, we should still listen with an open mind, but we can use the ballot for suggestions and recommendations. We must remember that the judge should be an impartial critic, not a biased spectator.

When discussing expectations before a round, perhaps brevity should be the order of the day. Let the students know that you're experienced, perhaps tell them how many rounds you've judged that year. Tell them you're open to all argumentation, and you'll vote for the team that displays superior strategy and demonstrates superior argumentation. All coaches at one time or another have had to instruct new judges in how to best judge and evaluate a debate round. A new judge is always told not to let their own personal feelings, or preconceived ideas affect their decision. Yet for some reason we accept regular judges entering the realm of the debate, we allow them through our passivity to shape argumentation, to direct the course of the debate, rather than insisting the debate be allowed to proceed on its own. Tournaments should direct judges to be brief. Perhaps even give some short instruction on how to explain yourself before a round. Does a judge need to tell the debaters more than their level of experience, how they feel about speed,

whether they flow or not and that they will impartially weigh all arguments presented on the merits of the argumentation, and the debaters' persuasiveness? The answer is simply **no**.

There will always be the judge who feels that a resume of their debate achievements is relevant to the teams prior to a debate. There are always going to be judges who want to hear themselves talk about debate theory, and who will unfairly interject themselves into a debate. But coaches can affect debate as well. By training new judges on what is proper to say, by vocally supporting non-interventionist judging, coaches can begin a process of reclaiming impartiality in the judging pool.

Oral Critiques

Coaches, rightly, try to control the information that is going into their debaters' heads. We have all had to attempt to establish good work habits in our debaters, and break bad habits. Debate is an activity that has many and varied interpretations of how it is to be done, when done correctly. And yet we are allowing our coaching to be undermined by allowing and encouraging the practice of judges giving oral critiques after debate rounds.

Let me qualify my feelings here first. I would be unconditionally in favor of oral critiques if they were going to be given with care, the criticism within the critique being constructive in nature. I have met a great number of coaches and judges with whom I would have no problem having them talk debate with my students. Unfortunately, the judge who critiques conscientiously, with the best interests of the debaters, and the activity in mind, seem to be in the minority.

I'm not the first to suggest that egos in debate sometimes threaten to spin out of control. A shining example of this is the oral critique. It seems over the years I have noticed many judges who debate the round themselves, and use the critique as a platform to display their knowledge of debate. Many times this takes the form of the judge berating the participants. I judged a novice out round this year, and the negative ran a counter plan. It became quickly apparent that the negative had a copy of their senior teams CP file, but had no idea how to run it, and the affirmative had essentially no idea what a CP was. These are problems a judge should point out on a ballot, so the coach can see what needs to be addressed. However, in this round, as soon as the decision (*Cerquitella to page 22*)

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(*Cerquitella from page 19*)

was rendered, one of the judges immediately tore into the competitors, spewing debate jargon and theory a mile a minute. Unfortunately, the debaters looked like deer caught in headlights. Their knowledge of CPs was so lacking that they had no idea what this judge was talking about, not to mention why there were being verbally lashed. This does nothing positive for the competitors.

An even better example took place this past fall. The tournament we were attending requested no disclosures or critiques, with the caveat that if a judge feels they must say something, to keep it to a five minute minimum. Sounds simple enough. But there was one judge who cut all speeches by a minute, so he would have more time to give a critique at the end.

The problem with critiques is that we are placing our students in the hands of anyone who wants to hold them after the round and talk to them. And we as coaches can not be privy to what is said. Right after a debate is not always the best time to critique students. Defenders of the critique will argue that it is best to critique while the round is fresh in everyone's mind. But again, this ignores the bigger picture. Perhaps students have to go to an IE round, or there's a bus with the rest of their team waiting. How about when a judge says "You lost" then launches into a twenty minute critique of the debaters skills. These kids are only human, and perhaps criticizing them right after disclosing they lost is not the best time if you truly want the student to benefit. I've talked with students who have been crushed by critiques, by judges saying "You should know better". What those judges don't know is that some students may not have the best coaching, or support from their schools, and their limited ability at the time of the round is the best they are capable of at that time, and they should be congratulated for striving in the face of adversity, not chastised for being inadequate. Plus, think of how tournaments can run late because of critiques. How many of us have been unable to finish tabbing a round, and pairing up the next one because one ballot is missing, the ballot of a judge engaged in a marathon dissemination of their unique debate knowledge. At a recent tournament, a coach who was judging kept students for a half hour critiques at 11 o'clock at night, while parents who had graciously agreed to house out of town students waited. From a practical standpoint, do you think those

parents will be as likely to volunteer to house students next year? Why does common sense seem to go completely out the window when oral critique time comes?

How many times have we as coaches had to correct the things a judge has said after a round. Our students ask us if something is correct, and we have to go over why what this person said was wrong. Or worse, misinterpreted. If we have the hard copy on a ballot, we can decipher what the judge meant, but asking students who may or may not have a command of the fundamentals is fraught with peril. Here are some things my students have told me over the years judges have said to them in oral critiques; You can't respond to Disads run in 2NC in 1AR because that would be a new argument; It doesn't matter if you take out a link if there is still an impact on the flow; no new evidence in rebuttals; (in LD) no matter how thoroughly a negative clashes and with the disproves the affirmative without a pre-written negative case the negative loses; (again in LD) you have it backwards, your value allows you to achieve your criteria; Add your favorite comment from an oral critique here. What damage have errant comments done your team that you are unaware of, because your debater hasn't brought it up?

When a judge fills out a ballot, they show how much they truly care about the activity. A competent judge takes time to thoughtfully transcribe their comments, knowing that by doing so, they create a recorded defense of their decision, and allow a coach and the debaters to return to the ballot as many times as needed to address various issues. We all know how frustrating it is to look over your teams ballots and see the phrases "oral critique" or "in round". This cheats us of observations into how our students did and how they could do better. It cheats our students from going over the ballots and addressing different issues at different times. It comes down to this; if a judge truly cares about explaining their decision and making the students better debaters, then they will take the time to completely fill out a ballot. Nothing else is acceptable. It bears repeating. A judge who truly cares takes the time to fill out a ballot. Those who do this should be encouraged to continue judge. Those who don't should be urged to do so, or move to the bottom of the judging pool.

Perhaps ballot tables should not accept ballots from judges who only write "Oral". Take the top copy with the decision

and send the judge away, to return with a completed ballot. If they don't, then remove them from the judging list. And it is not enough to simply say not to give an oral critique. Tournaments should work to enforce the rule. Remind judges not to do it, walk the halls, and make sure things are going as planned. Perhaps tournaments could request only certain individuals may give oral critiques. Do we want high school students giving other high school students long lengthy oral critiques? Perhaps students one year out should be asked not to give oral critiques unless specifically allowed. I am sure that there are many, many one year outs who give exemplary oral critiques. But I know of a one year out who began her critique to the losing team by saying "Why did you waste money to come to this tournament?" The actions of these judges should not be overlooked because their actions are so detrimental to the students being critiqued. We cannot and should not ignore these judges. It may be hard to control, and there is no perfect answer, but we do our students a disservice to throw up our hands and say "What can be done?"

Quiz your own students, and others. Ask them to relate the oral critiques they have had that stand out in their minds. Chances are, a number of students will tell you stories of judges angrily chastising them, denigrating their ability, debating the round after the fact, and more. When weighing the benefits of critiques, we have to realize that while there are those that can handle this responsibility, there are a great many who cannot. These individuals subvert us as coaches, do not have the students best interests at heart, and in the end, like to hear themselves talk. They ruin it for the rest of us. If you do not wish to completely eliminate oral critiques at your tournament, at least attempt to shape them so that when done they are constructive. Ban certain individuals from giving critiques. Give a short session on what an oral critique should include. Start a shaping process that will result in the end of petty, vindictive, and non-constructive critiques. Until we can control to some extent how critiques are administered, perhaps we should place the absolute emphasis judges filling out their ballots, putting all of their comments in writing. Nothing else should be acceptable. Anything else undermines our activity.

New Arguments in 2NC

Perhaps the most disturbing recent trend in competitive debate is the discouragement of new argumentation by the negative team in the second negative constructive. The argument here is that to allow the negative to run with new arguments in 2NC is patently unfair to the affirmative, and specifically, the 1AR. Judges and coaches assert that the negative position should be asserted and defined in 1NC, and to present fresh arguments in 2NC is the very definition of abusive. It unfairly hinders the 1AR by forcing 1AR to respond to numerous arguments. This line of reasoning is contradictory and stacks the deck in favor of the affirmative. It is the definition of the word abusive.

The 2NC is a constructive. Simply put, constructives are meant for the origination and advancement of new argumentation. The 2NC is not an 8 minute rebuttal. To place any sort of restraint on 2NCs with respect to whether they are allowed to argue new issues unfairly binds the negative's hands. The affirmative has the luxury of fully researching a case area, preparing a front line presentation of the pertinent issues, and blocking out potential areas of negative argumentation. Many affirmative teams stick with the same case for an extended period of time, allowing them to hone and refine responses, and sharpen the application of their critical thinking skills. To say that in the face of this advantage, the negative is limited to only 8 minutes of original argumentation unfairly tips the scales in favor of the affirmative.

In essence, not allowing the advancement of new arguments by the 2NC coddles 1ARs. It sends the message that because some 1ARs have been ineffective at covering the negative block, that all 1ARs must be ineffective. And this is most definitely not true. I wonder if the original advancers of this practice were 1ARs themselves who had a hard time covering, and who now are interventionist judges who blame a lack of

success not on their own abilities, but rather on 2NCs unfairly treating the 2NC as a constructive and forwarding new argumentation.

Looking at the abuse issue specifically, why is it viewed that new arguments put unfair pressure on the 1AR? Is it any less abusive to spread 8 minutes worth of Disad answers and turns, and read numerous blocks relating to 1NCs kritiq shells? I would argue no. I think I am abused as a judge when I have to watch two teams revolve the debate around a generic DA and a barely applicable kritiq. The 1AR still has to respond to everything said in 2NC and 1NR, in some fashion. Whether new or old, there are still numerous arguments and lines of analysis, on the flow that must be adjudicated. The affirmatives (hopeful) familiarity with their own case area should prepare them to answer any and all arguments in as concise, and precise, way as possible.

Are 1ARs capable of answering a well constructed negative block? That seems to be an issue that the coach should address and not one that relies on interventionist judges to assist the affirmative. How often have we seen 2ACs or 1ARs take 2 minutes to respond to a DA that should only take 20 seconds to answer? Or see the affirmative spend an exorbitant amount of time reading impact takeouts and brink evidence when there is a card in 1AC that takes out the whole DA? These are matters for coaches and students. These are not matters for judges to resolve by limiting the negatives argumentative ability.

To pre-empt an argument sure to be coming, speed is not a factor. A superior critical thinker who happens not to speak as fast as their opponents cannot be spread out of the round. The thinker will adapt, and argue, finding their opponents weaknesses and exploiting them. Because many debaters are not at this level is not just warrant to handicap the negative team. But it is just warrant to teach debaters how to debate, how to address varied negative attacks.

The 2NC is the right and proper place for the advancement of new argumentation. Affirmatives are free to then argue abuse. Affirmatives can spike their plan, saying for fairness sake, all procedurals must be put forth in 1NC. Then the burden is on the negative to argue in favor of their strategy. And whoever puts forth the most compelling and well developed argumentation wins. The point is that this should rightly be left for the debaters to debate. It is not within the justifiable scope of a judges power to make these arguments, to place these constraints on argumentation, before the round starts. A judge should make a decision based upon what the debaters have to say.

Debaters face obstacles throughout their careers. A coach once commented that he found it amazing anyone won consistently, given the wide range of factors that can affect judging. Debaters do not need an unjustifiable obstacle put in their way, such as a refusal to allow new negative argumentation in the 2NC. Negatives should be penalized if they cannot come up with 16 minutes of new argumentation, just as affirmatives should be penalized if their response to a legitimate argument is it is unfair because of the constructive the negative chose to place it in. 1ARs should be encouraged to be clear and concise; to go to the heart of the negative's argumentation. Affirmatives should be held accountable. They chose their case, they did the research. They should be expected to defend against all arguments presented in any speech labeled a constructive. And we as coaches and judges should advocate issue argumentation, not issue limitation.

(Dan Cerquitella, a member of the University of Redlands Alumni, currently teaches at the ETC Academy, Seattle (WA). Dan is assistant debate coach at Auburn HS, (WA). His students this year, qualified for the Tournament of Champions and the Desert Sun Nationals.)

LEGENDARY KANSAS COACH SUCCUMBS

Lawrence C. "Larry" Brown, retired debate coach at Shawnee Mission East High School died January 7, 1999 from cancer. Mr. Brown earned five NFL diamonds while qualifying 6 debate teams to the national tournament. His chapter earned 3 Leading Chapter Awards, 5 district plaques and 3 district trophies. Larry served as district chair, earning the gold award. Six times his chapter placed in the U.S. top 10 largest NFL chapters.

He coached three 6A Debate State Champion teams and in 1973 was chosen the outstanding speech teacher in Kansas by the KSCA. Coach Rod Carr eulogized: "Larry was more interested in seeing all students improve than he was in the artificiality of competition...."



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Under the Direction of Melissa Maxcy Wade

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EMORY NATIONAL DEBATE INSTITUTE, Policy Division

Under the Direction of Melissa Maxcy Wade

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HOW TO (STILL) MAKE OUR IDEAS CLEAR

by Jason Baldwin

Our recent bout in LD with the notoriously vague liberty/equality topic provides a prime opportunity to reflect upon the nature of clear thinking. Indeed, as I listened to debater after debater credulously invoke the old LD mantras about the social contract, natural rights, and the marketplace of ideas, I was forced back to the words of the father of philosophical pragmatism, C.S. Peirce:

It is terrible to see how a single unclear idea, a single formula without meaning, lurking in a young man's head, will sometimes act like an obstruction of inert matter in an artery, hindering the nutrition of the brain, and condemning its victim to pine away in the fullness of his intellectual vigor and in the midst of intellectual plenty.

Fortunately for us, in an essay published in the January, 1878 issue of *Popular Science Monthly*, Peirce proposed a treatment for this otherwise fatal disease. The essay, "How to Make Our Ideas Clear," was originally conceived as a contribution to the philosophy of science, but careful students of debate can also glean much from it.

One problem we face in LD is this: we are asked to make judgments on a range of normative questions, which judgments are not reducible to a series of self-interpreting empirical observations. I am basically restating here the old saw that 'is' does not imply 'ought.' At the same time, the normative judgments we produce invariably aim to effect or maintain some sensible state of affairs. That is, we would never bother to debate the conflicts of liberty and equality in a just social order if we did not think that there would be some observable difference between a society where liberty was prioritized and one where equality ruled.

But many, if not most, contemporary LD rounds are conducted from start to finish without any indication of just how the two competing moral judgments distinguish themselves in practice. Instead, both sides string together various morally-loaded terms to characterize their positions, without actually explaining what, in practice, those positions mean. As an example, take this (mercifully abridged) chain of thought from a defender of equality: an egalitarian

society is superior because it allows all voices to be heard in the marketplace of ideas, which, in turn, promotes progress. What could such an argument possibly mean? It does not explain the nature of equality except as being whatever promotes the marketplace of ideas. But what is the marketplace of ideas? Where is it, how does it work, and what do they charge for admission? And what on earth counts as progress? None of these notions, without some concrete definitions, have any bearing at all on social life as we experience it. So how can they be the basis for making judgments about the nature of a just social order? The mindnumbing potential of such arguments becomes evident when the defender of liberty stands up and presents the identical chain of thought, substituting only 'libertarian' for 'egalitarian' as that which promotes the mythical marketplace of ideas. How can a judge choose, or even distinguish, between such mushy alternatives?

Peirce believed that good thinking about any subject begins with clear thinking. He rejected the older models of clarity, which were themselves far from clear, and proposed an operationalist test of meaning. A thought or idea is meaningful only to the extent that it describes some empirically perceivable quality of the world. "Our idea of anything," according to Peirce, "is our idea of its sensible effects." As an example, Peirce takes our idea that a diamond is 'hard' to mean nothing apart from the empirically verifiable claim that 'nothing will scratch it.' This would mean that a dispute over whether a diamond is always hard or whether it is soft until the moment someone tries to scratch it is really not a meaningful dispute at all, because we can mean nothing by 'hardness' other than 'unscratchableness.'

Peirce reached this conclusion because of his theory that "the whole function of thought is to produce habits of action." "Thought" is that state mental activity which begins with the irritation of some doubt and issues forth in a settled state of belief. Doubts arise as indecision about action, and belief, therefore, takes the form of a rule for action. We might want to dispute whether this pattern really holds for all instances of thought, but it certainly fits the kind of ethical problems debated in LD; we do ponder these issues because we need to make decisions about actions, and our con-

clusions are precisely our resolutions to act in one morally significant way or another. That means that normative ideas like rights and progress, if they are really meaningful concepts, ought to be identified with certain sensible consequences.

Peirce wants to claim that such ideas could never be understood as anything other than the sum of sensible consequences we associate with them. And that means to define them clearly, we need to know just what sorts of sensible states of affairs they entail. That is what debaters fail to clarify when they treat liberty and equality as both fostering the marketplace of (progressive) ideas. To really distinguish between concepts like liberty and equality, debaters must provide some picture of how societies shaped by the two ideals would differ. And this applies to many other popular LD terms as well, from the social contract to natural rights to human dignity. Debaters have wallowed too long in the emotional appeal of such phrases, weaving sophisticated syllogisms out of them which say nothing meaningful about the moral issue they are intended to resolve. With Peirce, "we come down to what is tangible and practical as the root of every real distinction of thought, no matter how subtle it may be; and there is no distinction of meaning so fine as to consist in anything but a possible difference of practice."

Put into LD terms, this means that to argue clearly, and therefore meaningfully, each debater must provide at least a few examples of how his position would make the world observably different from the world advocated by his opponent. Obviously, time alone precludes fully defining the nature of a libertarian or an egalitarian society, but it should be possible to point to some key differences which will give both judge and opponent a clearer idea of just what's at stake in a given resolution. This does not require the elaborate defense of a policy-style plan, but it does imply a more empirical sensitivity than has been the norm for much LD in recent years. At the same time, it requires debaters to carefully choose only the most illuminating examples. That would mean, at a minimum, that useful examples should highlight some difference between concepts at issue. Therefore, to argue that equality is desirable because it

(Baldwin to page 68)

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Jenny Cook, NDF Director, is a Social Studies instructor and Director of Forensics at Hopkins High School in Minnetonka, Minnesota, where she has coached a nationally successful program in Lincoln-Douglas debate and Individual Events for five years. Ms. Cook has coached students to late elimination round finishes at tournaments such as Bronx, Glenbrooks, Greenhill, Iowa Caucus, Mid-America Cup, St. Marks, Harvard, National Tournament of Champions and the NFL National Tournament.

Minh A. Luong, Curriculum Director, is Director of the National Debate Education Project. He served as Chair of the Communication Studies Dept. at Pinewood College Preparatory, Director of Debate at San Francisco State, Director of Forensics at the University of California at Berkeley, and Curriculum Director at the Stanford and Berkeley L-D Institutes. Mr. Luong is the only person to have won the National Collegiate Lincoln-Douglas Debate Championship title both as a competitor and coach.

Jane Boyd is Director of Forensics at Grapevine HS (TX) with 15 years of teaching and coaching experience. She is a Double Diamond NFL coach who has coached 5 state champions and qualified 4 L-D debaters to the 1999 TOC. Ms. Boyd's students have participated in late elimination rounds at such tournaments as Bronx, Glenbrooks, Greenhill, Harvard, St. Marks, NFL Nationals, and the TOC.

Steven C. Clemmons is Debate Coach at Macalester College in St. Paul, Minnesota. Former Debate Coach at Weber State U., Director of Debate at Loyola-Marymount U. and Director of Forensics at the Convent of the Sacred Heart Preparatory School (CA). Former National Parliamentary Debate Champion, National Collegiate Lincoln-Douglas Debate Champion, and CEDA All-American.

Nick Coburn-Palo is Assistant Dean of Students and Debate Coach at Hopkins High School (MN). Former Assistant Debate Coach and Instructor in the Department of Communication at Weber State University (UT) and Director of Debate at Pinewood College Preparatory. At top competitor, he earned distinction with successes and national titles in parliamentary, policy, and value debate.

Keryn Kwedor is the Lincoln-Douglas debate coach and co-founder of the Waterville High School (ME) forensics program. A senior at Colby College majoring in English and minoring in Education, Ms. Kwedor will be a certified middle and high school instructor.

Michelin Massey is Debate Coach at Standley Lake High School (CO) and Novice Debate Coach at the University of Colorado - Boulder. A junior at the University of Colorado majoring in political science, he has an extensive background in political philosophy and argumentation. He was an NDF teaching fellow in 1998 and is a faculty member at National Debate Education Project seminars.

Elizabeth "Liz" Rogers is L-D coach at Manchester HS (MA) and attends Harvard Law School. CFL National L-D Champion and APDA National Collegiate Champion. Won Emory, Harvard (twice), and Glenbrooks in L-D. Several of her students have qualified to the TOC. *Note: Contrary to other advertisements, the NDF is the only summer institute where Ms. Rogers will be teaching in 1999.*

Karen Sandler attends Northwestern University (IL) and was an NDF teaching fellow in 1998. As a competitor, she advanced to elimination rounds at every tournament she attended including Greenhill, Glenbrooks, Harvard, Iowa Caucus, Mid-America Cup, St. Marks, and Minnesota State Tournament where she placed 2nd. Ms. Sandler was a quarterfinalist at the National TOC.

David Singh is a Lincoln-Douglas debate coach at Apple Valley High School (MN). Students with whom he has worked have qualified to NFL Nationals, TOCs, and have been in elimination rounds at several national invitationals. A semi-finalist at the Minnesota State Tournament and late elimination round participant at NFL Nationals, Mr. Singh placed 2nd at the 1996 TOC.

Additional faculty members will be announced in the NDF prospectus.

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THE D G E

For the Reunification of Forensics by David M. Cheshier

As it has from the beginning, policy debate continues to impress its internal and external audiences very differently. Former participants now distanced from the event and newcomers encountering it for the first time often express horror at the high speed and jargon-ridden delivery characteristic of the national and many regional circuits. As Judge Foote argued in the February *Rostrum*, one can cite high delivery rates, the proliferation of generic arguments, and jargon as the greatest problem; others argue institute instruction is the culprit. These critics are likely to point to growth in Lincoln-Douglas debate as evidence of dissatisfaction with policy debate among forensics educators.

Meanwhile, policy practice proceeds, preoccupied less with these concerns than with restoring higher participation rates. The emphasis within policy coaching circles has not been, by and large, responsive to external critics - rather, the emphasis has been on how to market debate (accepting its arcane nature) to new audiences, including urban and disadvantaged student groups, and on retention, especially of women.

Why the disconnect? I think the main explanation is that policy debate coaches continue to be more persuaded by the successful outcomes of debate involvement they see than by the criticisms made by those with a more distant vantage point.

After all, students attracted to policy debate usually participate with undiminished enthusiasm, and for many coaches the toughest problem is getting students to spend *less* time on debate and more on other important activities in their lives. Every so often a departing or graduating student expresses thanks on the debate listserve; I saw one recently where a graduating debater credited the event with saving his life.

Defending Practices

Other educators defend our practices as educationally sound. The argument is often made that if participation in a highly technical jargon-saturated activity disqualifies it from educational support, we'd have to cancel programs in particle physics, organic chemistry, philosophy, mathematics, literature, medicine, and most of the other specialized fields that characterize the curriculum. Others more controversially claim debate's main benefit is not communicative at all, but exists solely in the realm of developing critical thinking and research aptitudes.

I don't know a single debate coach who thinks the event is perfect. And many offer their defenses and attacks in a more nuanced way than I've expressed them here. Some who have profound concerns about debate remain silent out of concern for arming the opposition. But that can make conversation about improving things more difficult.

Naive attackers and defenders both have it wrong. Policy debate is not dying - there is even evidence high school participation is making something of a comeback. But I believe we need to take our critics more seriously, and I want to suggest a reform that will accomplish some necessary changes.

When our critics complain about the communicative shortcomings of the event, they have a valid point. Too many of our students are incomprehensible. Too many policy debaters gasp constantly, articulate poorly, and drone on in monotone pitch. And more importantly (since I agree an activity is unfairly dismissed when judged by its worst practitioners), we collectively do too little to remedy the situation. Students who talk superfast benefit more (in the wins they achieve through opponent drops) than they suffer (through lowered speaker points).

I think it is also time to admit that, brilliant exceptions, aside, our students are too often unable to make a speech outside the highly technical confines of fast debate.

For too long we have fooled ourselves by asserting that fast speed and technical proficiency have strong spillover public speaking benefits. Put our best debaters into a more routine speaking environment, we say, and they will persuade alongside the best. But the reality is very different, and the Emperor isn't fully clothed. Those students who have *only* been trained in fast debate are more often than not inept and unpersuasive in audience situations. They often find it difficult to comprehend or appreciate what it means to make an eloquent speech.

Why? Because contemporary debate cannot be relied on to fully educate our students about all the necessary components of persuasion. Our rules and training emphasize certain dimensions of eloquence, but they are insufficient to the broader demands of skilled public argument. Yes, we teach our students to speak economically, which does produce a spare speaking style our society finds persuasive. And we train our students exceedingly well how to manufacture and refute good arguments, surely essential to persuasion.

But we do not teach students other vital skills involved in moving an audience to action. Our activity is ill-suited to teach its participants how to arrange ideas to make them most powerful, how to use humor to interest an audience and sustain interest, or how to deliver a speech without stylistic distractions. Our training in these areas, if it exists at all, is minimal and peripheral. We tell students not to wave their arms around, but some coaches tell students not to gesture at all since it might distract the judge from flowing. We pay lip service to such "old fashioned" concepts as eye contact, but we know the technical demands of debate make them impossible to employ. And in the rare case when students do look up they are likely to see the top of the judge's head, for she too is busy flowing. We tend to tell students to let their argumentative choices be solely determined by their best evidence, when the truest or most persuasive arguments for a judge may not require any evidence at all.

Many programs try to involve their students in public debates as a way of diversifying their forensic experience without (God forbid) making them attend an IE tournament. But the public debates I've seen were heavy with jargon, not that interesting to watch, and not even that argumentatively enriching. Others might cite the growing popularity of the "eloquent

overview" which now begins most top-flight rebuttals. Although I tend to think they go on too long, the main concern I have is their argumentatively perfunctory nature. Eloquence is separated from argument, rather than made its integral component; Fifteen seconds of persuasion kicks things off, and then it's back to argument as usual.

Debate's increasing technical demands arose in part because of the accelerating speed of delivery. But debate has become an isolated activity because of another structural change in forensics (at both the college and high school levels) that is often acknowledged, but whose consequences are seldom explored. With the rise of a national level debate circuit, the debate and individual events worlds were wholly separated in many places. Today, many debaters never attend or compete in an individual events tournament, and (sadly) vice versa. Most coaches only actively develop student interest in one area or the other, and worse discourage double participation, a fact that fosters stereotypical thinking and name calling.

I'm a true enough believer in policy debate to know well the standard defenses of our practice. Yes, higher rates of delivery do enable students to more comprehensively attack fallacious reasoning, and they permit the introduction of more positions. Yes, jargon and an emphasis on efficient delivery have their place in the technical worlds our students will later inhabit. And yes, the creation of separate circuits has permitted students in debate to obtain a more highly focused education in reasoning skills.

But we pay a steep collective price for these changes. We coach students with unsurpassed reasoning skills who lose moot court competitions because they are told they talk too fast, who cannot give a speech in their church or before a civic club without experiencing panic. Our activity has become so technically specialized it cannot be watched by lay observers, even in modified public debate formats, and its specialization turns otherwise intelligent students away from participation. Too often our high level debate rounds are unenjoyable. At many tournaments, the nation's best coaches simply don't judge -- they either cannot watch it anymore, or just can't face the prospect of working through another boring "spew-down." Or, putting the point more directly to coaches who do judge regularly: How often do you judge debates at

the top of the national circuit that you really *enjoy* or find intellectually stimulating?

Some ad hoc changes in the air will not solve these problems. For instance, some coaches have reacted to debate's increasingly technical nature by turning their debate programs over to young college students or recent alumni. Yet this only accelerates disturbing trends. How can we expect our most recent graduates, many of whom do not have a longer term sense of educational mission (since they are often coaching only briefly), to reform or even have the skill, training, and time to improve practices so far eroded?

Some demand the death of summer institutes. But the evidence pools and research experience resulting from those programs beneficially immerse students in the topics they debate, equalizing the power of well- and under-funded programs. The best institutes spend time educating students about how to argue more effectively, more clearly, and more intelligently.

Others have insulated their circuits from national pressures. They have thrown up travel restrictions, discouraged institute participation, and more aggressively enforced local norms for speed and evidence use. While these changes have revitalized some areas, they do so at a high cost. Their brightest students end up denied the opportunity to participate in the highest level debate, and so, while protected from excess, they are also denied access to the best we have to offer as an educational community.

Program Modification

By contrast to all this, I believe one modification in how we administer our programs and institutes can start to bring our activity under control without forcing us to toss out evidence briefs and debate like Ross Perot. We can preserve the vast research skill acquisition benefits of debate without putting speed monitors on students. In addition to common sense proposals made by others (that directors judge more, that teachers more actively assert control of the institute work product, to name just two), I offer a simple addition:

We should return to the practice of insisting that students supplement their participation in policy debate with competitive experience in individual events. And we should work to reintegrate tournaments so coaches can enter students in multiple events on a single weekend.

I'm not proposing that debaters mandatorily participate in poetry reading contests, or even necessarily in humorous or

dramatic interp, nor an age bar to debate participation. But we should begin forensics training by teaching all students the mechanics of persuasion or oration, and of extemporaneous speaking, and we should encourage students to retain their doubled involvement all the way through their high school careers.

Such double participation teaches students a maxim too frequently forgotten when students specialize in either IE or debate: *good arguments will be dismissed if they sound bad, and bad arguments will be accepted if they sound good.* Oratory teaches its students to have an appreciation for eloquence; it teaches participants to have an interest in what will persuade, and how to adjust their rhetoric to achieve a change of attitude. Extemporaneous speaking teaches the same skill, as well as introducing students more fully to the world of current events, and impromptu eloquence. Both events teach students the basics of research and the mechanics of argument organization. And competition in these events drive home an appreciation for the importance of clarity and eloquence that cannot be achieved in debate.

Benefits of Reintegrating

Reintegrating individual events with debate would achieve many benefits. It would induce a natural restraint on the excesses of debate practice, by (in essence) installing an eloquence regulator in our students. It would restore the ability of our students to make persuasive speeches when called upon to do so. It would alleviate burn-out in debaters who are often recruited in the eighth grade, and who frequently attend four or even five institutes during their high school career.

Reintegration of our circuits would have benefits for the broader world of forensics overnight and administration. It might bring occasionally out of control students back under the direct oversight of mature forensic educators. And it would produce a educational outcome we'd be prouder to put on display for parents and administrators.

Committed debate-only coaches often react to this idea by saying: "I can barely keep up with the demands of debate coaching, let alone become a specialist in other activities." But the reality requires the effort. And it was only ten or fifteen years ago that what I am calling for was the norm everywhere, not the exception. Those who most effectively succeed given the present arrangement would be hard pressed to de-

fend the view that argument quality then was so much poorer than it is now, despite their efforts to shape strategy and tactics.

If circuit reintegration is to happen, it has to start in high schools. Once students reach college their minds are firmly set about the respective merits of debate and individual events. And once students start attending institutes, peer pressure has already shaped their biases. Only after some major debate directors make the change can colleges and institutes put into place curricular changes to reinforce their decision. Only when enough students want integrated summer training will institutes adjust accordingly and be able to stay in business.

Reintegration of the forensic events can strengthen IE training as well. Our orators need the research and thinking skills that policy debate provides, lest they become mere entertainers or demagogues. Every student should learn how to argue better, whether they end up "specializing" in extemporaneous speaking or policy debate.

To my friends who find solace in the suggestion that "only policy debate faces difficulty," my response is this: We will rise or fall together, for it is rightly the quality of the *overall* outcome on which we are judged. And unless debate and individual events each contribute to the training of our students, none of our activities will grow for much longer.

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

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Scott Robinson, B. A., University of Texas at Dallas. Mr. Robinson enjoyed a successful debate career at Newman Smith HS and is currently a Ph.D. student in political science. With special expertise in research and political theory, he brings his superb teaching skills to Kentucky for the third straight year.

Alex Gomez, sophomore, University of Michigan. Mr. Gomez compiled an exceptional record while debating for Miami Palmetto HS, including first place at Emory's Barkley Forum & Top Speaker at TOC. He has served on the staff of the Michigan institute; 1997 KY. Fellow

Tom Zimpleman, 1999-2000 freshman, University of Chicago. Mr. Zimpleman, a former Kentucky Fellow, honed his skills debating for Valley HS and earned top honors at many tournaments including St. Mark's and the Glenbrooks RR.

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DANIEL DAVIS: Former debater, University of GA; Debate Coach, Univ. of KY; runner up 1997 NDT National Champion; first place USC, Navy; semi-finals, Harvard; Institute Instructor, Dartmouth, Emory, and Kentucky, 1997-98.

DAN FITZMIER: Former champion debater, & currently Debate Coach, Emory University; Institute Fellow, 1993; Kentucky, Emory & Stanford Institute Staff, 1996, and 1997 & 1998.

***KAMAL GHALI:** Champion debater, Emory University, 1997 TOC winner.

STEPHEN HEIDT: Former Champion debater & Assistant Coach, Emory University; Institute Instructor at Emory University, 1997; Kentucky, 1998.

JOSH HOE: Debate Coach Univ. North Texas; CEDA National Champion debater, CSU, OK; Institute Instructor, UMKC, Arizona State, Emporia State and Kentucky, 1996, 1997 & 1998.

* **GEORGE KOUROS:** Senior champion debater, Emory; Institute Fellow, 1994; TOC National Champion, 1995; Institute Staff, Emory, Stanford and Kentucky, 1996-98.

***ANDY RYAN:** Champion debater, Wake Forest University, 1997 TOC winner.

GORDON STABLES: Champion debater, George Mason University; currently, Debate Coach, University of Georgia; Institute Instructor, Michigan Classic 1996, 1997 & 1998; George Mason, 1993-1996; Kentucky, 1998.

JON SULLIVAN: Former Champion debater & currently Debate Coach, Michigan State University; Institute Instructor, Michigan State, 1996, 1997 & 1998; Kentucky, 1998.

JASON TRICE: Debate coach, Michigan State University; CEDA National Champion debater, Michigan State University; Institute Instructor, Kentucky and Michigan State, 1996, 1997 & 1998.

Guest Lecturer:
DR. DAVID HINGSTMAN: University of Iowa

Director, Health, Safety & Security
ALMA NICHOLSON, DEBATE COACH, Collins Hills H.S., GA

Not Pictured But Attending
 Lee Hornbuckle, Caddo Magnet, LA



David Strauss
 East Lansing, MI

*For Institute information and scholarship application, write to:

Dr. J. W. Patterson, Director of Debate
 205 Frazer Hall
 University of Kentucky
 Lexington, Kentucky 40508-0031
 Ph: (606) 257-6523 E-Mail: jwpatt00@pop.uky.edu

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Ben Thorpe
 Pace Academy, GA



Meg Rithmlre
 Brookwood, GA



Chris White
 Heritage Hall, OK



Asher Haig
 Greenhill, TX

THE PROBLEM OF VALUES AS END STATES IN L/D DEBATE

by

Shane C. Mecham

Through Shane's personal insight and competitive experience, he discusses two value paradigms. Looking at values as external rewards or advantages and suggests looking at values as internal ethical impulses.

"I achieve the value of _____," is a statement made all too often in high school Lincoln-Douglas Debate. It assumes that values are end states or advantages to be gained or lost by affirming or negating the resolution. I contend that this end state paradigm is not how values work in life, moral philosophy, or debate. Rather than an external motivation in the form of a goal, values are internal motivations in the form of ethical impulses.

Let's begin, like any good L/Der, by defining terms.

What is a Value?

This is a question for which I will not pretend to have a complete or comprehensive answer. For the purpose of this article, however, it helps to think of a value as a *principle of worth that motivates action*. This functional definition has three parts.

First, a value is a *principle*. The computer on which I am typing has value but is not a value.

Second, this principle has *worth*. Tyranny is a principle, but most will agree that it does not have worth and, therefore, is not a value.

Finally, this principle of worth must *motivate action*. This last part goes toward possession. In order to say that I hold a certain value it must motivate my action. I may claim to value knowledge, but if I decide to sleep in rather than attend my 7:30 AM statistics course it is clear that I value leisure over knowledge. Having set these standards, let's discuss values as internal rather than external motivations.

Values as Motivations

An argument is often made that Lincoln-Douglas is debate for the common person. If this is the case, then values ought to be used in L/D Debate the way that they are used in "real life." In life, we do not "achieve" a value by one action or a narrow set of actions. Arguably, we never attain



Weigh Values

values. Rather, we act in such a way that is consistent with the values that we hold because we feel that it is the right or ethical way to act. Looking back to my 7:30 AM statistics course, I do not pretend that by showing up there half asleep for eighty minutes I gain the value of knowledge. The professor does not hand out that value of knowledge to everyone as they leave the class. I do not take the value of knowledge home, polish it, and put it on my shelf. In contrast, I got to class (most of the time) because the value of knowledge that I already hold compels me to do so. In real life, values are not treated like the free *Beanie Babies* that they give away at baseball games. So let's stop treating values like prizes to be won in L/D as well.

If Lincoln-Douglas is not debate for the common person, then it is debate for moral philosophers (or perhaps both). Moral philosophy does not teach us that values are advantages to be gained either. John Stuart Mill does not claim that the *Harm Principle* grants us liberty like a Fairy Godmother. Nor is Rawls a genie distributing justice along with two other wishes. Immanuel Kant is not the Tooth Fairy handing out dignity via the *Categorical Imperative*. In fact, Kant concedes that the *Categorical Imperative* is a necessary but insufficient criterion for determining morality. Philosophy does not claim that we ought to follow these rules and systems in order to attain an external goal. Plato would contend that these perfect forms cannot be achieved. On the contrary, the bulk of moral philosophy will argue that we ought to behave in certain ways because it is the right or ethical thing to do. We ought to internalize certain key values, and use them to guide our actions. For debaters, treating values in this way will allow a smoother integration of philosophy into cases.

Even in a vacuum, debate is an activity immersed in logic. It simply does not make sense to claim that affirming or negating any single resolution will acquire any given value. Resolutions in Lincoln-Douglas Debate are becoming increasingly specific. The 1998-1999 list is no exception. Campaign finance reform, immigration, and Native American policy all have values inherent within them. However, deciding on any one of these issues in any particular way will not "get" a value. Campaign finance reform alone will not achieve democracy. Immigration laws will not attain equality of opportunity. Native American policy will not produce justice. It is vital that we weigh and test value claims to determine our ethical impulses, but values should not be treated like advantages.

What effect will treating values as ethical impulses have on L/D debate? None for the many people whom already hold this theoretical belief. For those who may be beginning to consider it, there are important theoretical implications and subtle pragmatic ones. On the theoretical level, we need to find values implicit within issues as opposed to those that we may "attain" through some lengthy string of cause and effect. The link between values and the behavior that they compel must also be scrutinized. Or the pragmatic level, in place of "I achieve the value of _____," is "the value that compels my position is _____." When weighing competing values in the round, do not assume that either are gained. Instead, argue that the more important value compels the most ethical behavior. In the increasing number of cases where both debaters hold the same value (for example...oh... maybe... JUSTICE) examine which behavior (affirmation or negation) the value truly compels.

Values are conceived of as either in internal or external motivations. The conception of values as internal motivations is more accurate in context of real life, moral philosophy, and debate logic. Considering these theoretical issues before diving into the specifics of a particular topic helps to stabilize the activity and makes for better Lincoln-Douglas Debates.

(Shane C. Mecham competes for Trueman State University (NE) in debate and individual events.)

Presenting the

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Located at Univ. of CA, Berkeley

Dates: June 16 - June 30

Policy & LD Debate: \$1,225

One-week, June 21 - 28; LD: 14-21 \$650

• **AUSTIN NATIONAL DEBATE INSTITUTE**

Located adjacent to UT Austin

Policy Debate, July 2 - July 18: \$950

LD Debate, July 2 - 15: \$775

One-week, July 11 - 18; LD: 2-9: \$525

• **NATIONAL DEBATE INSTITUTE, D.C.**

Washington, D.C. Metro Area

Policy Debate, July 2 - July 20: \$1,225

Policy 30-round technique session: \$1,485

LD Debate, July 2 - July 16: \$950

Prices and dates are tentative.

All of the above listed prices include tuition, housing, and meals. Commuter plans and one-week topic preparation and/or technique sessions, as well as other options, are offered at some camps and are described in detail in the program brochures. An additional \$75 non-refundable fee is required upon application.

Reasons to Choose an NFC Summer Camp

- 1) **Tried and True Programs.** Last year hundreds of students from throughout the nation chose NFC summer camps over other options. Over the last two years NFC students have participated in late elimination rounds of such tournaments as: Wake Forest, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, the Tournament of Champions, NFL Nationals and virtually every other major national circuit tournament. We encourage you to seek out former NFC participants and discover for yourself why NFC camps are superior. You can get the same quality experience!
- 2) **Staff/Student Ratio.** Attend a program where you will get access to personalized debate and events instruction. Last year's NFC camps averaged staff to student ratios of 1:7. *This is based on primary instructors only, and does not even include access to supplemental staff.*
- 3) **Experienced, National Caliber Instructors.** Our staff is composed of instructors who have achieved the pinnacle of success in every important aspect of the forensic community, including collegiate and high school coaches who have led their students to final rounds at most major national tournaments and former competitors who have attained similar success, including NFL and TOC final round participants. Our staff is hand-picked for their ability to teach their successful techniques to students of every level of experience.
- 4) **Unique Combination of Value & Quality.** NFC camps provide an optimal combination of quality instruction, individualized attention, and value because we recognize that a great camp is useless if you've got no money left over for tournaments!

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NFC - 1678 Shattuck Ave., Suite 305 Berkeley, CA 94709



Austin National LD Debate Institute

Regular LD Session: July 2-15

One-Week LD Session: July 2-9

The Austin National LD Institute offers a national-caliber program with great instructors at a cost comparable to local camps. The camp has a variety of outstanding features, and has a history of preparing students for all levels of competition: local, regional, and national circuit.

The 1998 faculty included (both are expected to return):

Adam Lauridson of Harvard University (formerly Bellarmine College Prep) and Josh Stein (formerly of Needham High School). Both of these instructors specialize in teaching philosophy and instructing students of all levels in the art of LD debate.

And here are what some previous ANDI LD camp participants thought:

"I would recommend this camp to other students because it was tons of fun and I learned a lot. The work was hard, but the intensity was high, but wasn't overwhelming... The staff did a good job explaining things and made it easy to ask questions. The quality of instruction, level of intensity, and student to staff ratio were all a '10'..."

Alison Campbell, previous program participant

"I learned a lot and feel I've improved tremendously. I liked the emphasis on research... I felt the best features of this camp were the friendliness of the staff, their dedication to our intellectual and spiritual growth, and the free bumper stickers! The level of preparation of my lab leaders, their knowledge and skill level, and their commitment to providing a quality experience were all 10 out of 10..."

Will Orloff, previous program participant

"I would recommend this camp to others because it definitely helped my skills. This camp expanded my knowledge of philosophy, and there were lots of practice debates. I had a high level of satisfaction with my instructors..."

J.R. Holland, previous program participant

"I will recommend this camp to others because it is a good learning atmosphere, with diverse instructors who try to make debate an exciting experience. The intensity was high, but I'm glad we did so much work because I learned a lot."

Haady Taslin, previous program participant

"I would recommend this camp because it's affordable with the same qualities as more expensive camps. I really enjoyed the counselors. ...the instructors were experienced, but were also people that students could relate to..."

Viviana Gonzalez, previous program participant

For a brochure contact:
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

NFC ANDI LD Camp Fees :
\$525 for the one-week, or
\$775 for the full program,
plus a \$75 application fee.

Listed fees include tuition, room and a full board package.



Austin National Debate Institute

CX Main Session: July 2 - July 18

LD Main Session: July 2 - July 15

The Austin National Debate Institute seeks to provide students access to a national-caliber faculty at an incomparably low cost. The ANDI is an independent program which offers **both Policy and Lincoln-Douglas debate**, taught by some of the finest and most respected forensics educators in the country. The ANDI provides a true national level program, with options for policy debate or LD debate programs or for one-week primer sessions in either type of debate.

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accomodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thouand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1999 policy topic, while the LD students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the other NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of many of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff which collectively has dozens of sessions of institute teaching experience. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

SAMPLE CX SCHEDULE

8-9:00 AM	Breakfast
9-10:30 AM	Topic Lecture
10:30-Noon	Aff Case Construction
Noon-1:00 PM	Lunch
1:00-2:30 PM	Library work
2:30-3:30 PM	Theory seminar
3:30-5:00 PM	Library work
5:00-6:30 PM	Dinner
6:30-8:30 PM	Lab session
8:30 PM	Commuter checkout
8:30-11:00 PM	Topic preparation
11:00-12:00 AM	Recreation & relaxation
Midnight	Lights out

SAMPLE LDSCHEDULE

Breakfast
Value Analysis Practicum
Seminars on Strategizing
Lunch
Class on using evidence
Practice debate w/critique
Neg case preparation
Dinner
Delivery drills
Commuter checkout
Aff case work session
Recreation & relaxation
Lights out



Fees : \$950 for CX,
\$775 for LD,
\$525 one-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

The National Forensic Consortium presents the

NATIONAL LD DEBATE INSTITUTE, D.C.

July 2 - July 16 in the Washington, D.C. Metro Area

The National LD Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps.

The program features include:

- **NATIONALLY RENOWNED FACULTY**
- **TARGETED LEARNING**
- **RIGOROUS CURRICULUM**
- **ACCELERATED LEARNING ENVIRONMENT**
- **SUPERIOR FACILITIES, LOCATION AND RESOURCES**

Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all topic preparation materials produced at the camp for LD debaters! Remember to compare complete costs when pricing other camps.

Initially confirmed staff members are:

Michael Major of the TOC national LD committee, and formerly of the College Preparatory School of California, LD and program director from 1992 until 1998

Ace Padian of Yale College, formerly a nationally successful high school Lincoln-Douglas competitor, round-robin participant, and national qualifier

Here are how NFC students who worked with our staff last year felt about their experience:

"[my instructor] was dedicated, listens to students, is very patient, and makes lab fun. She was very supportive and I learned a lot from her in terms of real world experience. I learned more in 2 weeks than I thought possible."

Natalie Huddleston, previous NFC participant

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

Jack Fitzgerald, previous NFC participant

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

Danny Schoenfel, previous NFC participant

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

Two Week LD Program

\$950 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more
information
contact:

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
Berkeley, CA 94709 ph: 510-548-4800

on the web at: www.educationunlimited.com



The National Forensic Consortium presents the

NATIONAL DEBATE INSTITUTE, D.C.

HELD IN THE WASHINGTON, D.C. METRO AREA

CX (all programs): July 2 - July 20

LD: July 2 - July 16

The National Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. Students receive instruction from some of the nation's finest debate teachers, including respected high school and college coaches, as well as some of the nation's most successful current and former collegiate debaters.

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school/collegiate level, and top-flight current and former collegiate competitors.

- **RIGOROUS CURRICULUM.** A carefully crafted schedule developed and refined over the years at NFC camps. Classes are intensive, designed for the dedicated student of debate who wishes to maximize personal improvement.

- **SUPERIOR FACILITIES, LOCATION AND RESOURCES.** Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all evidence produced at the camp for policy debaters! Remember to compare complete costs when pricing other camps.

- **TARGETED LEARNING** for both national circuit debaters and regional competitors. Classes utilize a variety of mutually reinforcing techniques, including fast-paced lectures, affirmative and negative labs, theory and practicum seminars, and individualized consultations. LD emphasizes philosophy, technique, and theory.

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over a dozen critiqued debates in the standard program as well as repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels, for both policy and LD debate.

- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. Look for an update on the outstanding staff for this special program in upcoming issues of the Rostrum!

- **EXPERIENCED PROGRAM DIRECTION.** The director is David Arnett, director of debate for the University of California, Berkeley. Formerly a coach at University of Louisville and the University of Kentucky, Mr. Arnett made it to finals as a debater at tournaments such as Wake Forest, USC, the Redlands Round-robin, and the University of Northern Iowa. He was also a quarter-finalist at the NDT.

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

<u>Regular CX Program</u>	<u>30-round plus CX program</u>	<u>Two Week LD Program</u>
\$1,225 (rm, board, tuition)	\$1,485 (rm, board, tuition)	\$950 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more information:

on the web at:

www.educationunlimited.com (510) 548-4800

NFC

1678 Shattuck Ave., #305
Berkeley, CA 94709



The National Forensic Consortium presents the

California National Forensic Institute

Policy and LD programs: June 16 - June 30, 1999

The California National Forensic Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNFI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNFI provides serious debate students the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality and location. The program is directed by Jon Sharp of West Georgia College and Ryan Mills of College Prep and the California Invitational, the nation's largest speech and debate tournament.

POLICY and LD DEBATE

- The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC participants.

- In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. Students also receive access to the best evidence researched at each of the other three NFC summer camps.

- LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars.

- The mentors program returns to the CNFI and will insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Jon Sharp and Ryan Mills.

Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JON SHARP, WEST GEORGIA

RANDY LUSKY, EL CERRITO AND BERKELEY

JOANNA BURDETTE, EMORY

CHERYL BURDETTE, VESTAVIA

RACHEL CHANIN, STANFORD

DAVE ARNETT, BERKELEY

A.C. PADIAN, YALE (L.D.)

WITH OTHER OUTSTANDING STAFF TO BE ADDED!!

PROSPECTUS and COSTS

A detailed program prospectus can be obtained by writing to the address below, or calling and leaving a complete address on the program's message service. Materials will be sent in late February.

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,225. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$650. One-week programs are also available, for an approximate cost of \$650. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

CNFI, 1678 Shattuck Ave, Suite 305, Berkeley, CA 94709 or call: (510)548-4800

www.educationunlimited.com



The National Forensic Consortium presents the

California National Forensic Institute

LD program: June 16 - 30

THE STRENGTH OF ANY DEBATE CAMP LIES IN THE STRENGTH OF ITS STAFF. AND TO BE GREAT, A DEBATE CAMP STAFF NEEDS TO BE SUPERBLY QUALIFIED, AND ENTHUSIASTIC ENOUGH ABOUT TEACHING TO BE FULLY INVOLVED IN EVERY STEP OF EACH STUDENTS LEARNING EXPERIENCE. STUDENTS WHO HAVE WORKED WITH THE CNFI LD STAFF ARE THE ONES MOST ABLE TO GIVE AN UNBIASED ASSESSMENT OF THESE GREAT EDUCATORS:

"I strongly recommend this camp to other students because it helps you not only with basic technique, but also teaches extremely advanced varsity level philosophy and strategic tactics. I loved all of the lectures, particularly the ones on philosophy and logic. And the student to staff ratio was great!"

Munish Puri, previous CNFI camp participant

"The lectures were very informative, and I especially liked the detailed philosophy discussions. I would recommend this camp to kids from anywhere because even though I come from a very different part of the country, I found the camp to be very good. I also felt that the emphasis on research was just right."

Chrissy Stear, previous CNFI camp participant

"The CNFI staff was easy to approach, and really friendly. The stop and go critiques of debates were very helpful, and I liked the intensity level of the camp because it really kept me on my toes. I would recommend this camp to others not only because you learn a lot, but also because of the comfortable environment."

Amber Veldkamp, previous CNFI camp participant

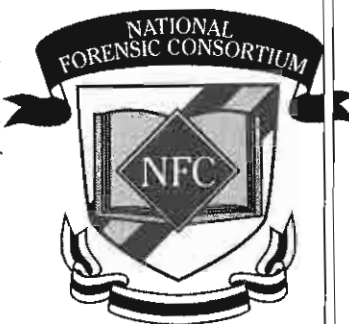
THE 1999 FACULTY TENTATIVLEY INCLUDES:

- **ACE PADIAN, FORMERLY OF THE COLLEGE PREPERATORY SCHOOL IN OAKLAND.**
- **JESSICA DEAN, NATIONAL CALIBER LD DEBATER AND INSTRUCTOR**
- **ADDITIONAL NATIONAL CALLIBER STAFF TO BE ADDED AND ANNOUNCED SHORTLY!**
- **OUR FACULTY SPECIALIZE IN TEACHING PHILOSOPHY AND INSTRUCTING STUDENTS OF ALL LEVELS IN THE ART OF LD DEBATE.**

PROSPECTUS and COSTS

Costs for the full resident program for LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,225. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$860. One-week programs are also available, for an approximate cost of \$650. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

**CNFI, 1678 Shattuck Ave, Suite 305, Berkeley, CA 94709 or call: (510) 548-4800
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- Application Essay Instruction
- Personalized College Counseling
- Campus Visitation Advice
- Time Management Training

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SPEND A WEEK WITH US THIS SUMMER ... BENEFIT FOR LIFE!

Attend a 10-day, overnight program in a major university setting. The College Admission Prep Camp offers intensive instruction in the complete college admission process while allowing you to check out campus life and develop lasting friendships. Start shaping your future today!

LOCATIONS*

UC Berkeley	June 20 - June 29
UCLA	July 18 - July 27
University of San Diego	July 31 - August 9
Stanford University	July 6 - July 15, August 15 - 24

*Dates and locations subject to final confirmation. Enrollment is limited, but guaranteed space is available for early applicants.

For a free brochure that will explain the program in more detail to both you and your parents, call now!

510-548-6612

www.educationunlimited.com

ORATORICAL DISCLOSURE

BY

Teri Robinson

"...the orator must be truthful. Any non-factual reference, especially a personal one, MUST be so identified."

NFL Oratory Ballot

Jonathon Lever

All judges have experienced those oratory rounds. The competitor is speaking eloquently about a disclosure...the end of the speech when the student reveals, "I know, because this happened to me." The student proceeds to expound on the tragic events of her life.

This article is in no way meant to belittle the real emotional pain that these students have endured. It does, however, hope to call into question the appropriateness of such a disclosure in the forum of a competitive speech event.

The purpose of an oratory is to either inform the audience of a problem that exists in society, an issue that is not widely understood, or to persuade the audience about the truthfulness of a particular point of view. Topic selection, therefore, is critical to the success of the presentation. Coaches generally tend to counsel students against various topics such as abortion, capital punishment, or some other equally controversial, highly publicized topic.

There is another area of speeches that occasionally we as coaches and judges ought to warn our students against, or at least counsel a great deal of caution when they are selecting a topic--personal experience. Though not rampant, it is not uncommon to find a student speaking on a topic such as abuse or growing up in an alcoholic family because they themselves have been or are in that situation.

While the ultimate goal of the competitive speech program should be to provide students with skills that carry them through life, another goal that our students strive for is to succeed competitively. Selecting a very personal topic for an oratory places that goal in jeopardy for a variety of reasons.

The judge of any public speaking event evaluates on many factors: logic, organization, development, as well as a variety of public speaking skills. When a student "bares her soul," it becomes very difficult to accurately and fairly assess these

factors. The heart of this difficulty lies in the fact that a personal disclosure evokes such a strong emotional response--a response *toward the speaker*--that both the speech and the presentation take a back seat in the mind of the judge. All judges should strive to disassociate their own personal, preconceived views on a topic from their view of the speech being presented, but personal disclosure makes this objectivity very difficult to maintain.

After hearing the revelation, the judge is left with two options:

Option 1) The judge is wary of the veracity of the personal disclosure. The judge knows that this competitor could make up any personal story to add ethos and drama to the speech. Some students might say **ANYTHING** to score better in a round--even if it means embellishing or even fabricating a personal tragedy. At the same time, the judge feels guilty for even **SUSPECTING** that this speaker would stoop to lying in an original oratory. After all, the kid looks so nice!

Option 2) The judge is squirming in her seat. She feels that the speaker is (or may be) revealing the heart-wrenching truth and is both touched and uncomfortable. The judge has no previous personal relationship with this student that would warrant such intimate knowledge about the student.

Being in a position to have to utilize either of these options to rank a student is difficult. Option One can never be verified. Thus the benefit of having verifiable sources. Option Two is where the difficulty really lies. The judge is left to wonder, "How do I possibly rank this student now? How do I say on the ballot, 'Your story was moving, and you've obviously been through hell, but overall I have to give your speech a 5.'" The judge is being asked to assign a numerical value to someone's trauma or experience. Thus the real intent of the oratory speech is lost. No longer is the judge ranking the speaking, the logic, the organization, or the speaking skills, but rather the emotional value of that individual's ordeal.

Not only should the student consider the potential discomfort of the judge and fellow competitors, but additionally, how she will feel if the speech receives a low rank. Herein lies the problem for the student: "Did that judge rank me so low because they think I am a bad person for having been through this? Coaches need to consider this potential impact on the student when working through topic selection. As professionals working with students, it is sometimes our duty to guide students away from decisions that may harm the student's self-esteem.

There are forums for such disclosure that are cathartic to both the speaker and the audience, but these are forums where there is an understanding that this kind of intimate confession will take place and a supportive bond can be formed. Competitive speech events are not such places. In an original oratory round, judges (and often members of the audience) feel uncomfortable engaging in lengthy discussions after the round with the competitors. The judge usually marks the ballots in silence, and the competitors quietly file out of the room.

Coaches need not dissuade students from selecting topics of strong personal interest, and using an appeal to ethos is an excellent strategy; however, attempting to evoke a strong emotional response from a judge or audience by using personal disclosures can have unexpected negative repercussions. Students should be encouraged to appeal to ethos through the use of examples or stories which are not (or at least not identified) as personal disclosures.

(Teri Robinson is currently the head debate and speech coach at Green River HS (WY). In high school Teri was a competitor in original oratory. Jonathon Lever has been coaching Lincoln Douglas debate at Green River HS (WY) for the past two years. Both individuals have been judges for numerous speech tournaments and currently Green River HS holds the Leading Chapter Award for the Wind River District.)

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DEBATE THEORY OSSIFICATION

by Philip G. Kerpen

Introduction

Debate theory grows out of practice. Because of its pragmatic roots, it is typically supremely rational. Through time, however, justification for theoretical constructs are lost, and soundly justified procedures become ossified into anti-educational semi-rules, or even immutable rules in the eyes of some people.

This is what has happened to most of the stock issues. The stock issues were designed for a judicial model of debate. While such a model certainly has its merits (Ulrich comes to mind), it is not descriptive of debate as currently practiced. In a judicial model, it makes sense for there to be clearly established burdens that the affirmative must overcome with a high degree of certainty. When debate shifts to a Congressional/legislative model, however, those burdens become far less certain. A requirement of unqualified solvency, for example, just doesn't make any sense for a policy maker. If students are learning how to determine whether a policy should be adopted, then they should learn that a policy with a certain chance of solving should be adopted if it would have no adverse effects.

In the face of policy making, most regions of the country have yielded and given up stock issues as absolutes, with the possible exception of topicality. In some areas, however, the shift in practice has not been accommodated by theory, but rather outdated theory has been codified and has ossified to approach the rule status. This is the worse possible contingency, since it forces arbitrary burdens and irrational argumentation; debaters don't have any *impact* to why inherency is important, and yet they commit a large amount of time to it, because it is given arbitrarily inflated status by the system of rules. This not only diverts time from policy arguments with clear implication, but it also fails to teach the real reasons that stock issues may be important.

Reviving Stock Issues by Repealing Their Special Status

There are, in fact, some good arguments in favor of stock issues-type argumentation in some contexts. The critical move, however, to restoring their pedagogical and competitive value is to remove any mystique that they have as a result of being

privileged by authority. Stripped of the status of rules, most of the stock issues can make a lot of sense when justified in terms of the ballot by the debaters in the round. For my purposes, I'll discuss the stock issues in three sections -- inherency, solvency and harms, and topicality.

Inherency

Inherency is the abomination of debate theory. The amount of theoretical work devoted to this one concept swamps all others, and yet its basis--that the problem must be both endemic and identifiable with a particular cause, is wholly unwarranted. Argumentation theory in general, and specifically argumentation in policy making contexts, long ago came to the conclusion that it is entirely possible to solve a problem without fully identifying the cause; do you refuse medication from a doctor who is treating symptoms when the infectious agent is unknown? That would be irrational decision making, and teaching it would be unsound pedagogy.

But affirmatives have taken terribly unfair advantage of the death of inherency. Inherency is important as a divider of ground; as a way to prevent the aff from being so close to status quo that there is not adequate disad ground. The issue is not so much resolutive justification, as it is simple fairness. If affirmatives are permitted to simply extend policies that already exist, or to change funding levels slightly, then they fail to provide the negative with any unique disad ground. Some say that this only makes the case strategic, but that's a silly argument. It is *always* strategic to attempt to abuse the other team; that's why we need to place theoretical constraints on debate in order to create some parity of ground.

Inherency as a quest to require the affirmative to prove barriers and jump through other hoops to prove causality is an absurdity. It shifts the focus of the debate away from the plan, and the resolution, and to debates about mechanisms and intricacies that are irrelevant to the extent that the problem is shown to exist and the plan is shown to solve it. As a pure procedural, however, with a ground impact, inherency can be a critical tool against cases that attempt to avoid all unique disad ground.

Solvency and Harms

Arbitrary standards that solvency must be absolute and harms must be significant are another hallmark of ossified stock issues debate. When cost benefit analysis is applied, these concepts fall apart, and this is largely what has happened with comparative advantage cases. While it has been effectively argued that comparative advantage cases are substantively no different from traditional need cases (notably Zarefsky), they did shift the way we look at the issues. It is difficult to argue with the seemingly correct analysis that any risk of an advantage justifies action when there is no disadvantage. Thus the "any risk aff" theory was born.

Upon further investigation, the "any risk" theory is terrible. It presupposes that there is no value to the resources that exist in the legislative and administrative process, and as a result it reaches flawed conclusions; there is a tradeoff cost in the enactment of *any* policy. A stronger presumption may be the most important way to end the aff skew that plagues most debate areas under modern theory. The challenge is to weigh tradeoff costs in some nonarbitrary way. The best is probably through spending tradeoff disadvantages, when a specific scenario can be outlined. Other times it is more difficult. We need to develop a mechanism for determining the value inherent in legislative and administrative resources as a decidedly nonzero automatic weight to place against affirmative advantages. This is an area that needs to be investigated further.

Topicality

Topicality has survived in all theories and will probably always. It is the single most important check on aff advocacy to ensure predictability and ground, and to ensure that the topic is in fact debated. As such, it is largely unnecessary to explain its value absent a rule status. The importance of topicality derives not from arbitrary rule but from its logical status as necessary to determine the limits of affirmative ground. Most compelling topicality arguments focus on the abuse entailed by affirmative interpretation of a particular word, and as such, it makes no sense to conceptualize the impact of topicality as a rules-based voting issue. Instead, the reasons to prefer (Kerpen to page 68)

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The nation's premier three week workshop for over 30 years, leading the way in the combination of practice, theory, and evidence. Staffed by the same nationally successful high school and college coaches who teach at the Policy Project, and a select group of intercollegiate debaters all of whom have substantial previous teaching experience. Every student participates in at least twelve debates, and contributes focused, high-quality research assignments to a three thousand page set of institute-wide arguments. The workshop, open to all levels of students, is limited in size to the first 120 applicants.

The Policy Project, July 4 to July 30, 1999

For years Wake Forest has led the way in institute curricular design and as a crucible of debate coaching at the highest levels. The Policy Project will train 64 advanced debaters in cutting-edge debate theory and practice, and promote an ethic of high quality policy debate (including special lectures and discussion with former debaters who are now real-world policy makers and analysts, and special projects ranging from web page creation to public debates). The faculty is all prominent high school or college coaches, and represents many years of experience at every major national institute. Due to limited enrollment, applicants will be selected on a competitive basis, maintaining a firm 8:1 student-to staff ratio.

Policy Analysis and Strategy Seminar, June 27 to July 30, 1999

A fifth week for a select group of Policy Project participants, led by MBA's Alan Coverstone. This group will do directed reading and discussion on core topics issues, analyze the arguments produced by handbooks and the first workshops and discuss high-level strategy, theory, and tactics of special interest.

The Fast-Track, June 20 to July 30, 1999

A six-week program for a select group of Policy Project participants, led by Ross Smith, Wake Forest's debate coach. Students get the full benefits of all or Wake's innovative summer programs plus the chance to work closely with the coach who in the 1990's has qualified more teams to the National Debate Tournament Elimination Rounds and has had more top-sixteen ranked teams than any other coach this decade.

All Wake Forest Workshops feature . . .

Need-based financial aid, air conditioned dorms, air-conditioned lab and classroom facilities, full meal plan options, unrestricted access to all libraries (including law, business, and medical), a copy of Wake Forest's *Debater's Research Guide*, a complete set of all workshop evidence produced by all labs, and a safe, supervised learning and living environment.

Be sure to check us out at our Web Page <http://wfu.edu/~debate>

On-line registration and you can also write or e-mail

Wake Forest Debate, Box 7324 Reynolda Station, Winston-Salem, NC 27109

Phone: 336 758-4848 FAX: 336 758-4691 E-mail: bannigva@wfu.edu



The Liberty Debate Institute

The Liberty Debate Institute is a summer workshop open to all high school students of all experience levels. It is sponsored by Liberty University and the Liberty University Debate Team. It is designed for beginning students who want to learn how to debate in the classroom or in competition as well as for intermediate and advanced (junior varsity and varsity) debaters who want to sharpen their debating skills and knowledge while getting a head start on preparing for the competitive debate season.

The One-Week Workshop will run from June 20 through June 26. The Two-Week Workshop will run from June 20 through July 3. The Three-Week Workshop will run from June 20 through July 10. Both the one-week and two-week formats are available to beginning through advanced debaters and will feature exposure to outstanding faculty and resources. The three-week option is for advanced debaters only.

If you are looking for a place to dramatically improve your speaking skills, your debating skills, your knowledge of this year's national topic, your knowledge of debate theory and your argumentation skills, then the Liberty Debate Institute should be your choice for a summer debate workshop.



Debate Coach Brett O'Donnell (center) is coach of Liberty University's two-time national championship debate team.

WORKSHOP FEATURES

- Affirmative case and topic-specific negative strategy research;
- Instruction on effective and persuasive communication in constructing and presenting arguments;
- Instruction on winning debating techniques;
- Debate theory instruction, discussion and analysis;
- Professional administration and supervision;
- Extremely low faculty/student ratio

For more information on Liberty Debate and the Liberty Debate Institute, visit our home page on the internet at:

<http://www.liberty.edu>



Liberty Debate Institute Workshops

One-Week Workshop	June 20-26
Two-Week Workshop	June 20-July 3
Three-Week Workshop	June 20-July 10
Workshop for Coaches	June 20-26

For a Brochure or More Information Contact:

Brett O'Donnell, Institute Director

Liberty University
1971 University Boulevard
Lynchburg, VA 24502
(804) 582-2080



WHAT PATRICK HENRY ACCOMPLISHED AND WHAT HE STOOD FOR

by James M. Elson

With our forthcoming commemoration of the 200th anniversary of Patrick Henry's death, and after more than a decade of studying his life, character, and works, I am prompted to write down my understanding of Mr. Henry's accomplishments and the ideals for which he stood. These thoughts are my own and do not represent the official views of the Patrick Henry Memorial Foundation. They are still a work in progress. We intend to discuss them at our "Patrick Henry Journey" Symposium on June 5th at Colonial Williamsburg entitled "Patrick Henry's Legacy to the 21st Century." I welcome your comments.

WHAT PATRICK HENRY ACCOMPLISHED

1 Patrick Henry was the voice of American liberty in his time and should represent the spirit of American liberty in ours.

2 Patrick Henry, starting with his Stamp Act Speech of 1765, through his service as a delegate to the First and Second Continental Congresses (1774 and 1775), his "Liberty or Death" Speech (1775), and his march at the head of militia to the colonial capitol at Williamsburg (1775), was a prime mover in initiating the American Revolution in the thirteen American colonies and the prime mover in Virginia.

3 Patrick Henry was Virginia's first American governor. As a wartime leader he furnished both men and supplies to the continental armies fighting to the north and to the south of Virginia and commissioned the successful George Rogers Clark expedition which secured the Northwest from the British.

4 Patrick Henry opposed the ratification of the Constitution of the United States by Virginia in 1788 because the document originally contained no Bill of Rights and because it called for what he believed to be too great a concentration of power in the proposed federal government.

5 Patrick Henry was a gracious loser after his fight against the ratification of the Constitution. Still, he continued to exert his considerable political power for the addition of a Bill of Rights and persisted until the first ten amendments were added to the Constitution in 1791.

6 In 1799, the last year of his life, Patrick Henry, although terminally ill, came out of retirement at the request of ex-president George Washington to run for the Virginia Legislature. In his last public speech, Henry warned against advocacy for secession from or revolution against the

new federal government being advanced by some of the men who had previously supported the ratification of the Constitution. Henry was elected, but died before he could take office.

WHAT PATRICK HENRY STOOD FOR

1 Above all else, liberty!

If the people would not die or be free, it is of no consequence what sort of government they live under.

Statement to Judge John Tyler, ca. 1765

Give me liberty or give me death!

"Liberty or Death" Speech, St. John's Church, Richmond, 1775

Liberty, the greatest of all earthly blessings—give us that precious jewel and you may take everything else.

Virginia Convention on the Ratification of the Constitution of the United States, Richmond 1788

2 Distrust of overweening government power and the necessity for individual rights.

There are suspicions of power on the one hand and absolute and unlimited confidence on the other. I hope to be one of those who have a large portion of suspicion... Too much suspicion may be corrected. If you give too little power today, you may give more tomorrow. But the reverse of the proposition will not hold. If you give too much power today, you cannot retake it tomorrow: For tomorrow will not come for that purpose.

The necessity of a Bill of Rights appears to me to be greater in this government than ever it was in any government before.

Virginia Convention on the Ratification of the Constitution of the United States, Richmond, 1788

3 The democratic-republican form of government requires good losers as well as good winners. Revolutions are undertaken only as the very last resort.

ers as well as good winners. Revolutions are undertaken only as the very last resort.

I beg pardon of this house for having taken up more time than came to my share. I thank them for the patience and polite attention with which I have been heard. If I shall be in the minority, I shall have those painful sensations, which arise from a conviction of being overpowered in a good cause. Yet I will be a peaceable citizen! My head, my hand, and my heart shall be at liberty to retrieve the loss of liberty, and remove the defects of that system—in a constitutional way. I wish not to go to violence, but will wait with hopes that the spirit which predominated in the revolution is not yet gone, nor the cause of those who are attached to the revolution yet lost. I shall therefore patiently wait in expectation of seeing that government changed so as to be compatible with the safety, liberty and happiness of the people.

Virginia Convention on the Ratification of the Constitution of the United States, Richmond, 1788

If I am asked what is to be done when a people feel themselves intolerably oppressed, my answer is ready: "Overturn the government." But do not, I beseech you, carry matters to this length without provocation. Wait at least until some infringement is made upon your rights which cannot be otherwise redressed; for if ever you recur to another change, you may bid adieu forever to representative government.

His last speech, as candidate for the Virginia Legislature, Charlotte Court House, 1799.

4 A deep religious faith, tempered with a tolerance of the beliefs of others.

That religion, or the duty which we owe to our CREATOR and the manner of discharging it, can be directed only by rea-

son and conviction, not by force of violence, and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practice Christian forbearance, love, and charity towards each other.

Article 16 of the Virginia Declaration of Rights, adopted 12 June 1776, which, according to Edmund Randolph's History of Virginia, was proposed by Patrick Henry.

5 Views on slavery and race at variance with those prevalent in his time and place, although Henry, like most Virginia plantation owners, was himself a slaveholder.

Is it not amazing that at a time, when the rights of humanity are defined and understood with precision, in a country about all others, fond of liberty, that in such an age and in such a country, we find men professing a religion the most humane, mild, gentle and generous, adopting a principle [slavery] as repugnant to humanity, as it is inconsistent with the Bible and destructive to liberty?... Would anyone believe I am the master of slaves of my own purchase! I

am drawn along by the general inconvenience of living here without them. I will not, I cannot justify it.

In a letter to Quaker leader

Robert Pleasants, 1773

Whereas, intermarriage between the citizens of this commonwealth and the Indians living in its neighborhood may have great effect in conciliating the friendship and confidence of the latter, whereby not only their civilization may in some degree be finally brought about, but in the meantime their hostile inroads be prevented...

Preamble to "A Bill for the Encouragement of Marriage with the Indians," introduced by Patrick Henry into the Virginia Legislature in 1784. The bill passed twice, but was rejected upon its final reading when Henry was removed from the legislature by his election of governor.

6 A strong sense of patriotism and faith in America.

The American Revolution was the grand operation, which seemed to be assigned by the Deity to the men of this age in our country, over and above the common duties of life. I ever prized the supe-

rior privilege of being one in that chosen age to which providence entrusted its favorite work.

In a letter to Henry ("Light Horse

Harry") Lee, 27 June 1795

7 Without virtue the blessings of liberty will be worth little.

Whether this [American liberty] will prove a blessing or a curse will depend upon the use our people make of the blessings which a gracious God hath bestowed upon us. If they be wise, they will be great and happy. If they are of a contrary character, they will be miserable. Righteousness alone shall exalt them as a nation. Reader! whoever thou art, remember this, and in thy sphere practice virtue thyself, and encourage it in others.

The concluding lines of a note found with his will after Patrick Henry's death in 1799

(James Elson is the Executive Vice President of the Patrick Henry Memorial Foundation at Red Hill, Virginia, Henry's ancestral home. The Woman's Auxiliary of the Foundation is the national sponsor of Oratory.)

NFL MEETS NFL WEBSTER SLAUGHTER, GUEST SPEAKER



Pictured left to right: Webster Slaughter, Booker Guyton, Jr., Donovan Cummings and Booker Guyton

Recently a football banquet was held at the Brookside Christian High School in Stockton, CA.

Guest Speaker, **Webster Slaughter**, was noted as an NFL member at Franklin HS in Stockton. Slaughter currently plays for the NFL San Diego Chargers and teaches physical education at a San Diego Christian School. In the past, Slaughter, a pro-bowl selection, played for the Cleveland Browns and Houston Oilers.

Booker Guyton, Jr. was Master of Ceremonies. Mr. Guyton was a past NFL National Tournament contestant in 1983 representing Edison High School, Stockton. Currently he coaches football at Brookside with a 9-1 season.

Booker Guyton, Father of Booker, Jr. Currently, Mr. Guyton is an oral communications instructor at San Joaquin Delta College and Presiding Elder of the African Methodist Episcopal Church for the Oakland-San Jose District. In 1963, Mr. Guyton was an NFL National Tournament contestant representing Edison.

Donovan Cummings currently assists Mr. Guyton Jr. with organizing a speech team at Brookside Christian High School in Stockton. A proud reunion for Mr. Cummings as he coached all three individuals pictured, in NFL speech, not NFL football!

Pictured left to right: Guest Speaker, Webster Slaughter
Master of Ceremonies, Booker Guyton, Jr.



Announcing the 1999

Florida Forensic Institute and National Coaching Institute

FFI: JULY 30 THROUGH AUGUST 13 **NCI:** JULY 26 THROUGH JULY 30

A Few Highlights

Lincoln-Douglas Debate

The L-D workshop at the FFI continues to grow each year in numbers, just as the students leaving the institute have grown in their knowledge of debate. Our highly qualified staff of teachers and lab assistants work with students of all skill levels to enable them to reach their full potential as debaters. Students learn the foundations of philosophy, effective speaking skills and countless debate strategies that continuously place FFI alumni in the final rounds of national tournaments.

Duo Interpretation

The FFI offers instruction in **all** of the interpretation events, and we have one of the premiere programs for those interested in Duo Interp--NFL and/or CFL style. FFI instructors collectively have coached more than a **Dozen National Finalists** in this event, including several NATIONAL CHAMPIONS!

Student Congress

The FFI is one of the few institutes to offer Student Congress as a separate lab. Instructors work with students who are new to the event, as well as highly seasoned competitors who wish to refine their skills. The lab focuses on the essentials of Student Congress theory and practice - no one will ever call Congress a "secondary event" again.

National Coaching Institute (7/26-30) & FFI Teacher Workshop (7/30-8/13)

These workshops for teachers offer the opportunity for new coaches as well as experienced coaches to enhance their coaching skills. The FFI presents three options; an intensive one-week institute for coaches only, a two-week session which runs in conjunction with the FFI, or a combination of the two - one week of each. University credit is available.

Featuring top notch staff from the Florida Forensic Institute.

THE FFI ALSO OFFERS THE FINEST INSTRUCTORS IN THE COUNTRY FOR:

- **Extemporaneous Speaking** (*Featuring Fr. John Sawicki & Mr. Merle Ulery*)
- **Original Oratory** (*Featuring Mr. Bob Marks*)
- **Team Debate** (*Novice & JV Labs, with Jim Wakefield, Jim LaCoste, & Jeff Tompkins*)
- **All Interpretation Events** (*With Tony Figliola, Peter Pober, Heather Wellinghurst, Debbie Simon, David Risley and more.*)

JOIN THE MOST EXCITING, INTENSIVE, AND REWARDING INSTITUTES IN THE COUNTRY!

Held on the campus of Nova Southeastern University in Ft. Lauderdale, FL

To receive an application to the FFI, or for more information, please check out our website for info and to register: **www.forensics2000.com**

Or contact Brent or Kristin Pesola at 1-800-458-8724 or 954-262-4402.

Stanford National Forensic Institute

CX Program: July 25 - August 13, 1999

LD / Events: July 31 - August 13, 1999

SUPERIOR PROGRAM:

The **Stanford National Forensic Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. The SNFI is conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "policy debate swing lab," designed for students desiring 5 weeks of comprehensive instruction.

SUPERIOR FACULTY:

The majority of primary faculty will be current and former high school and collegiate coaches of national repute. Last year's faculty included (and most will return for 1999):

Judy Butler, Georgia State
Robert Thomas, Emory
Jon Miller, U of Redlands
Dan Fitzmier, Emory
Jon Dunn, Stanford Debater
Anne-Marie Todd, USC
Michael Major, formerly CPS
Matt Spence, Stanford Debater
Hedel Doshi, Vestavia HS

Randy Lusky, El Cerrito HS
Dave Arnett, UC Berkeley
Ryan Mills, College Prep School
Byrdie Renik, Columbia U
Jessica Dean, Boston U
Jennie Brier, Bronx HS
Adam Lauridson, Harvard U
A. Turkeltaub, Stanford Debater
Matthew Fraser, SNFI Director

Hajir Ardibili, U of Kansas
Joanna Burdette, Emory
Abe Newman, Stanford ('95)
George Kouros, Emory
Nicole Runyan, Wake Forest
Jon Sharp, W. Georgia College
Byron Arthur, Jesuit HS
A.C. Padian, Yale

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

SUPERIOR SETTING:

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

REASONABLE COST:

Policy Debate

\$1,595 resident plan
\$825 commuter plan

LD and Events

\$1,275 resident plan
\$675 commuter plan
\$795 Aug 13 - 20 LD swing lab

Given the nature and quality of the 1999 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The SNFI maximizes program quality by spending funds on obtaining superior facilities and faculty. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition and some materials. An additional \$75 application fee is required upon application to the SNFI.

**TO APPLY
&/or INQUIRE:**
(650) 723-9086

Stanford Debate Society - SNFI
555 Bryant St., #599
Palo Alto, CA 94301

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

Stanford National Forensic Institute

CX Program: July 25 - August 13, 1999

Events / LD: July 31 - August 13, 1999

"The SNFI Swing Lab Program"

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 1999. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1997 and 1998 graduates "cleared" at most national circuit tournaments, including Greenhill, the Glenbrooks, Redlands, Loyola, Lexington, Berkeley, Stanford, and Emory. Recent participants of the swing lab have won 1st place recently at such tournaments as the Glenbrooks, USC, Berkeley, MBA, Stanford, and Lexington.

THE PROGRAM

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

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These argumentative seeds will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, modular topic arguments, and major theoretical positions with micro and macro analytical support blocks.

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

THE PRIMARY FACULTY

Dan Fitzmier is a debate coach at Pace Academy in Atlanta, Georgia, and a coach at the renowned Emory University debate program. He was also a nationally ranked NDT debater at Emory University. Among his successes were first speaker and first place at the Heart of America Tournament, and he was one of the debaters who closed out CEDA nationals for Emory University in 1998. During his coaching career his teams have cleared to late elimination rounds at every major national tournament, and this year alone at Emory his teams have won outright seven college tournaments. Dan is returning to the SNFI and the Swing Lab for the second year,

Jon Sharp is a debate coach at West Georgia College, and was an NDT debater at Emory University. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his tenth year of teaching summer debate institutes.

APPLICATION AND ENROLLMENT

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

Stanford National Forensic Institute

call us at (650) 723-9086

555 Bryant St. #599 Palo Alto, CA 94301

The Stanford Debate Society presents the

Stanford National Forensic Institute

Lincoln-Douglas Program: July 31 - August 13, 1999

Outstanding features of the 1999 Lincoln-Douglas portion of the SNFI:

1) **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

2) **Incomparable staff:** The 1998 staff included the following, and most have been confirmed to return for 1999:

Program Director: Michael Major, formerly of the College Prep School

Lab Instructors:

Hedel Doshi, Emory University Derek Smith, Harvard University

Michael Bietz, Minnesota Byron Arthur, New Orleans

Kenneth LeFrance, New Orleans Jessica Dean, Boston University

A.C. Padian, Yale University Matt Spence, Stanford Debater

Additional national caliber staff being confirmed now - check out future issues of the Rostrum, or see our brochure, for more details!

3) **Swing Lab Week Option:** The outstanding highlight of this option will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 34 practice rounds!

For many LD debaters this is the equivalent of a full year of competitive LD debate experience in just 3 weeks!

Important Information

SNFI LD Institute:

July 31 - August 13, 1999

Resident Program: \$1,275

Commuter program: \$675

LD Third week Option: August 13-20, 1999

Third Week Resident Program Cost: \$795

For additional information and applications contact us at

555 Bryant St. #599 Palo Alto, CA 94301

(650) 723-9086

The Stanford Debate Society presents the

Stanford National Forensic Institute

Individual Events Program: July 31 - August 13, 1999

**Dramatic Interpretation...Humorous Interpretation
Oratory...Extemporaneous Speaking...Impromptu
Thematic Interpretation...Prose...Poetry...Duo Interpretation**

The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

Custom Coaching Seminars are a unique feature of the SNFI Events curriculum. The Institute's large Lincoln - Douglas and Policy debate as well as Individual Events staff allow us access to an enormous resource pool of coaches and former competitors all at the same location.

- * Tournament Competition * Individualized Coaching * Frequent Performance Review
- * Day Trips * Access to Instructors before and after camp * Advanced Training
- * Outstanding Staff * Two Weeks of Instruction and Performance

"I had never competed before the Institute and now I am taking home First Place awards! I learned a lot while making friends for life. I'll be back!!"

- Loan Pham, 1996 SNFI Individual Events camp participant

Resident cost: \$1,275 / Commuter cost \$675
An additional application fee of \$75 is required
For additional information: call (650) 723-9086
555 Bryant St. #599 Palo Alto, CA 94301

Letter to the Editor

Dear Educators:

The word "educate" is defined in *Black's Law Dictionary* as giving "proper moral, as well as intellectual and physical, instruction. To prepare and fit oneself for any calling or business, or for activity and usefulness in life" (italics mine).

There can be no question of the fact that we, as forensic coaches and judges, are educators. Indeed, we are responsible for developing in our students one of the most important skills in today's job market: the ability to speak in public.

As the United States continues the transition from an industrial-based economy to a service-based economy, the ability to speak in public has become more necessary than at any other time in our history. A recent article in the *Louisville Courier-Journal* noted that "public speaking skills have risen to the top of nearly every company's wish list of executive attributes."

Dr. Joseph J. Penbera, chief economist for ValleyWide Bank, has said that "[a]s the need for unskilled labor diminishes in many industries, there will be greater demand for those with...the ability to communicate through writing and public speaking." This view is shared by John Elwell, a senior fellow at the Manhattan Institute's Center for Educational Innovation has stated that "[b]usiness wants people who can communicate well and work together."

Unfortunately, far too many debate coaches and judges today are not teaching proper communication skills to their students. Instead they encourage students to engage in a form of debate that has become known as "spread." While the use of this style may gain victories in debate tournaments, it does not teach students the good communication skills that are necessary in the real world. As a result, those who promote the practice of spread style debate fall as educators.

Perhaps the best description of this style of debate was contained in an article in *The Dallas Morning News*:

These students debate as if they've been shot out of a cannon. One deep breath and they're off a mile a minute. The point of speaking at this fevered pitch is to cram as much information as possible into their allotted few minutes. But to the untrained ear, only a few recognizable words pop out of the stream of sounds roaring past.

Is this cannon ball style going to be of any use to a debater when he enters the working world? Certainly not! Yet anyone who has sat through a debate round in which at least one of the teams practiced spread style can attest to the accuracy of this description.

Spread style debate violates several important rules of communication in general, and of business communication in particular. First, as *The Dallas Morning News* article indicates, spread style debaters cannot be clearly understood because of poor articulation. However, making your message understood is vital in the business world.

"Speak clearly," writes Jeffrey Gitomer, president of Business Marketing Services. "Sounds simple, but if the prospect doesn't understand you, your communication won't be understood. You also won't get the sale."

"If you make it easy for people to understand you, they are more likely to listen to what you are saying," says trial consultant Noelle Nelson. "Poor articulation has no redeeming virtues. It is never effective as a communication device."

Second, spread style debaters consistently speak at an extremely fast rate, with little or no change of pace. Yet the average person cannot comprehend information if it is delivered too quickly, and often becomes bored with a presentation if the pace does not vary.

"[R]emember, a pause to focus people's attention on you is a more effective way of getting them to listen than a rapid-fire delivery," said Doug Malouf, author of *How to Create and Deliver a Dynamic Presentation*. "If you deliver your words more quickly than people can take them in, then your message is being lost."

A third mistake often committed by spread style debaters is the failure to edit the information presented. Instead of presenting only the most important information on a given topic, spread style debaters operate on the premise that more is better. This is rarely the case; in business words should not be wasted.

Where short-term memory is concerned, people can take in between five and nine pieces of new information before the first bit gets pushed out. Knowing that, you should aim for the bottom of the scale--introduce only five or six new pieces of information in a session, and reinforce them in as many different ways as possible.

Academic debate cannot exist in a vacuum. The communication skills that we teach high school debaters today will remain with those debaters when they enter the job market. In the long run our students lose when we encourage them to adopt the spread style of debate.

As educators, it is our duty to teach students the best possible communication skills. We fail in that duty when we encourage the practice of "spread."

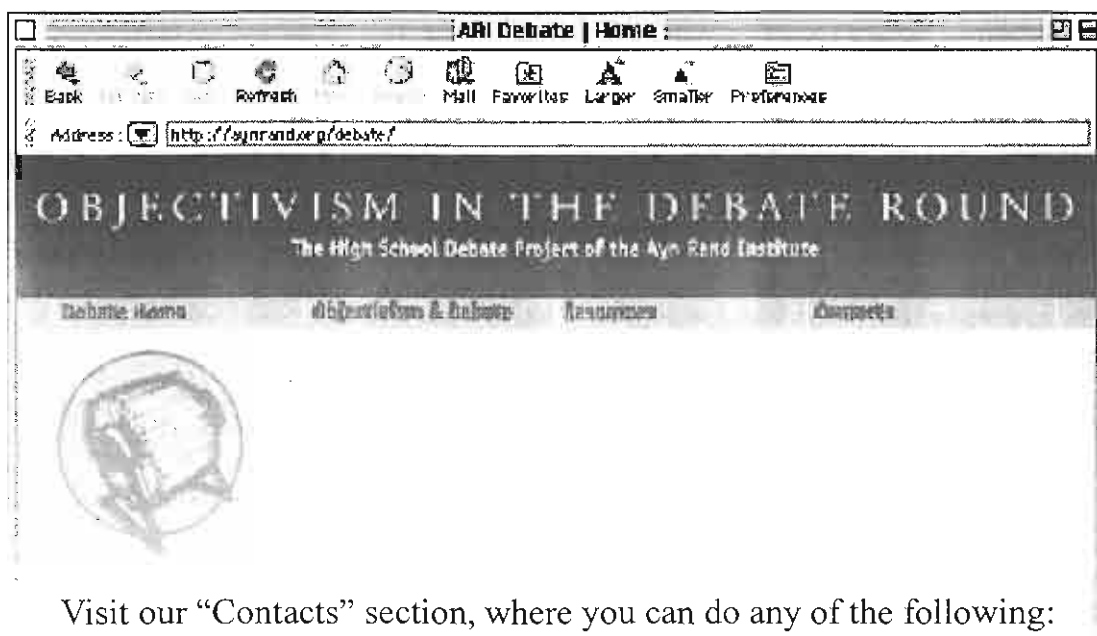
Sincerely,

Mark W. Poavla

Announcing a new online resource for debaters: **<http://www.aynrand.org/debate>**

In order to defend controversial ethical or political positions, many debaters resort to strange tactics. By stringing together out-of-context quotations, by dressing their arguments in fancy jargon, or by invoking fantastic examples like nuclear war, they hope that they can, at least, stand out from the crowd. Most of these tactics, however, have little if any educational value.

There is an alternative. Ayn Rand's philosophy of Objectivism offers a debater a consistent, fact-based, philosophical framework that can be used to analyze virtually any debate topic. Objectivism stands for reason, individualism, and laissez-faire capitalism.



Visit our "Contacts" section, where you can do any of the following:

- Fire off queries on Objectivist philosophy (to query@aynrand.org)
- Ask for coaching advice on writing and running Objectivist positions (from debate@aynrand.org)
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William Southworth, Director of Forensics at the University of Redlands. Bill has been one of the most successful coaches in intercollegiate debate for the past twenty-five years. Bill has led labs at the Georgetown and American University Institutes.

Anne Marie Todd, BA, Emory University, associate director of debate, the University of Southern California (Ph.D. candidate). Anne Marie is a two-time participant at the National Debate Tournament and was the 1998 CEDA National Debate Tournament Champion. Anne Marie has taught at Emory, Bates College and the Stanford University institutes.

Becky Opsata, BA, Macalester College, MA, Kansas State University, associate director of debate, the University of Southern California (Ph.D. candidate). As a debater, Becky reached elimination rounds two consecutive years in a row at the CEDA National Debate Tournament.

Paul Derby, BA University of Redlands, JD (in progress) UCLA. As a debater, Paul was the top speaker at several national tournaments, including Kentucky and Northwestern, and qualified for elimination rounds twice at the National Debate Tournament, finishing third in 1992. Paul has headed up the Kentucky Fellows institute and has worked at the Northwestern and Dartmouth Institutes.

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All inquiries should be directed to: Ms. Lynn Goodnight, USC Summer Seminars Office, ADM115, University of Southern California, Los Angeles, CA 90089-4019, (213) 740-5679 or you may E-mail requests to: Damus@aol.com or Summer@usc.edu



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If you are a coach or interested high school debater and you would like a packet of information sent to you to share with your debaters contact Bettie Minshall, 785/532-5575 or e-mail, minshal@dce.ksu.edu.

STUDENT VIEWS

NATIONAL CERTIFICATION FOR CROSS EXAMINATION
DEBATE JUDGES: A COMPETITOR'S PERSPECTIVE

by Mary Rose Scherschel

Although cross examination debate should be an art of persuasion and effective communication, the technicalities of the activity cannot be avoided. Cross examination debate is filled with rules that must be understood and followed and each speaker has very specific guidelines which s/he must meet. The activity is so complex, as a matter of fact, that students spend millions of dollars each summer on debate workshops to refine principles of argumentation which they already know and to constantly expand on new concepts. Yet, when most of these students return home to debate, they find some of this new-found knowledge to be irrelevant because many judges are not trained equally well. Although judging certification is available to each state, it is in no way mandatory. In order for certification to be effective and serve its true purpose, revisions must be made. Because of the intricate structure of cross examination debate, it is only reasonable that a national judging certification program be available and rigidly pursued by all the supporters of the debate program.

"The uncertified judge" will refer to those judges who are not only uncertified according to state regulations, but are equally unfamiliar with the activity which they are judging. A judge such as this is the one whom Roy Wood, in his book, *Strategic Debate*, tries to justify as the "better job of debating" judge.

The "better job of debating" judge does not weigh the arguments to determine which team was more effective in the round, he bases his decision solely on which team did the better job of debating. His decision may be totally subjective or even impressionistic, but it is more likely that he used specific criteria.

In this case, however, the "specific criteria" is still most likely subjective. For this judge, debate is decided on *how* the participants speak rather than on *what* the participants say when they speak. Granted, debaters should work on persuasion, but such a skill comes only with time. A novice debater following the rules and presenting legitimate arguments, should not have to lose to an experienced debater, who, through

speaking style alone and not legitimate argumentation, may be able to ignore key arguments and shift the focus of the debate to peripheral points. Debate issues must come first, then speaking style.

Furthermore, Wood justifies the lack of taking detailed notes of the debate (flowing).

Many debaters are disturbed if some of their judges do not take detailed notes during the debate. In truth, some judges just sit back and listen to the round, without seeming to care about the specific arguments and evidence the debaters use. This type of judge is not incompetent; he is using a different standard for judging the debate.

In such a case, the debater has every right to be upset, especially during a close and competitive round. In such a round, when communication skills are equal on both sides, the debate will have to be decided on what was said under each stock issue (Topicality, Harms/Significance, Inherency, and Solvency) and the Affirmative responses to the Workability arguments and Disadvantages of the Negative. It is impossible for a "non-flowing" judge to follow every argument, under every stock issue, and at the end of the debate know if any arguments were dropped, and then effectively make a decision. An uncertified judge would have to guess in such a round, while a certified judge, who flowed the round, has every argument in front of him, can weigh the issues, and can therefore, make a justified decision.

Therefore, an emphasis on judging certification must be made and should be made nationally. After all, students competing for the National Forensic League should have judges certified by that same league. The first step to nation-wide certification should give the judges an understanding of cross examination debate regulations and argumentation. Although this step may seem redundant, knowing that certification in any state requires some sort of standardized test of cross examination debate skills, a national test will at least be consistent so that debaters will know that all their judges are familiar with the same concepts. Austin

Freely, in *Argumentation and Debate: Rational Decision Making*, clarifies the importance

In any debate, an almost infinite range of possible problems may come before the judge for his decision. He must be able to bring to bear a comprehensive knowledge of the principles of argumentation and debate to evaluate these problems and render the decision.

The second step, yearly certification of judges, however, is not a part of many state procedures. Judges in Colorado, for example, are guaranteed certification over a three-year period. The yearly certification would not necessarily have to cover the same material as the first step. Renewal times for that certification can remain the same. Instead, judges should be made familiar with the topic area of debate each year. The reason for this is that the cross examination resolution changes each year.

The resolution usually alternates domestic issues one year, to international issues the next year. After debating the same topic intensely all year long, the debaters will have a very good understanding of most of the topics under that one resolution. Consequently, the judge also needs some education in the area being discussed.

The educator is defined within this context as a trained individual whose special knowledge of argumentation and debate qualify him as an expert in this field of education. He is also a well-informed layman on the subject matter of the proposition of debate. Only such a person is competent to perform the function of a judge, since only he has the knowledge necessary to evaluate the educational process of debate and the ability to render an educationally valuable decision.

Testing is not necessary in this area since issues under the resolution will change as the year goes by. Mandatory workshops for certification, however, can at least inform judges of possible cases they can expect to hear and of current U.S. policies in relation to the resolution. From this point onward, it is the judge's responsibility to keep himself/herself informed on relevant issues.

Another important area of debate is "flowing," as was pointed out in the "better job of debating" judge and is now emphasized by Freely.

Experienced educators who have judged thousands of debaters are known for the care with which they take notes during a debate. All judges would do well to develop a comprehensive note-taking system, so that they can record all of the significant developments during the debate in order to evaluate the debate effectively

Most debaters agree that if they do not have a good flow, it is difficult to argue all points. Understandably, then, a judge will also have a hard time remembering everything that is said and weighing all this issues if s/he does not write them down. Although flowing varies slightly in form from the normal note-taking a student would do in a classroom, some instruction and practice in flowing can make the difference between a muddled and a clear round. With effective flowing, the judge will know where to apply each argument and can be confident of a justified decision. It would be difficult to require any judge to flow, but if a judge truly wants to make a fair decision, he will most likely take advantage of this handy tool once he is taught how to use it.

The results of national certification would contribute greatly to the educational process of debate. Debate is offered as a class in many schools and is sometimes given an honors credit. Therefore, competing should be a learning experience and Freely agrees

The decision, as part of the educational process of debate, must be reported in a manner that will contribute to the further educational attainment of the students.

When the judge is asked for the reason for his decision on the ballot, a comment such as "the affirmative seemed to be more familiar with the case" will not help either team in future debates. A reason for the decision which covers the stock issues, tells which team won which issues and why, will tell the debaters where they are weak and where they are strong.

The judge may properly draw on his special knowledge of the subject in a critique to suggest ways in which the debaters may improve their arguments. He takes cognizance of the strength or weakness of the subject matter knowledge of the debaters and reflects his findings in the quality-rating points on the ballot.

A ballot from which debaters can learn

and improve themselves will never come from an uncertified judge if s/he is not capable of the suggested certification criteria.

Furthermore, the role which subjectivity plays in decision making would be drastically reduced with national certification. Knowing the burdens of each speaker and understanding the principles of argumentation, the judge will naturally concentrate on what is said during the round. This keeps the debaters from having to debate the judge and allows them to debate according to theory. This is not to say that the persuasion and communication skills of debate are unnecessary; rather they should not be a judge's sole reason for his/her decision.

The consistency of national certification would also be beneficial. Debate is an interstate activity that does not end after the State Tournament. The National Forensic League hosts an annual tournament for first-ranked competitors from NFL district tournaments across the country. Debaters should not have to alter their debate style from a round judged by a Californian to a round judged by someone from New York. Instead, the debaters should be confident that no matter who is judging, the person has at least the same qualifications and meets the same criteria the judges for whom s/he debated all year.

Granted, national certification will not make everyone an ideal judge. No matter how they are certified, judges will sometimes be in bad moods, bored or uninterested, and may have a hard time directing their attention to the debate. Nevertheless, it is a step in the right direction. Judges may even find debate more interesting once they are more familiar with the structure and topic area. If nothing else, it should be the right of the competitors to have competent criticism.

(Mary Rose Scherschel was a debater at Lakewood (CO) HS in 1982-3).

Desert Sun Nationals Arizona 1999 Website



<http://www.peoriaud.k12.az.us/TempSite/Speech/nationals.html>

(Baldwin from page 26)

implies a non-slave society is not really saying much of relevance to the liberty/equality debate, because liberty, too, would seem to oppose the practice of slavery.

It should be evident from the foregoing that Peirce is not here advocating a ruthless ethical pragmatism. His proposal about how to make our ideas clear is not a complete instruction on how to make good decisions; rather, it aims to keep the concepts we are deciding about clear, so that, whatever procedure we use to resolve a given issue, we finish with a clear belief. Nor is the pragmatic method sufficient to produce credible concepts. Debaters cannot simply, by fiat, compile a laundry list of positive empirical examples and pin their preferred conceptual label to it; rather, students must carefully analyze the accepted meanings of the terms they use to find definitions and examples that are plausible to judges. Regular application of such a pragmatic standard of clearness would make for more engaging and believable LD rounds

(Jason Baldwin won the TOC L/D).

(Kerpen from page 51)

the neg interpretation also entail a reason to vote, since they prove the affirmative interpretation is in some way bad for debate. A rules-based reason to vote on topicality would ignore these real, ground-based impacts in favor of an unprovable claim, since the aff should always be able to find a definition they meet, satisfying this burden.

Conclusion

Stock issues can be argued in a rational way that will have understandable impacts in terms of both ground and the resolution of substantive impacts within the debate. When they are ossified and become rules, however, they not only undermine solidly impacted argumentation but also lose all of their own potential value. With this in mind, I recommend that stock issues be taught only as adjuncts to a general cost benefit approach to evaluating debates, and never as rules that must be followed. If the reasons behind a stock issues perspective, whether they be mine or more traditional ones, are in fact valid, then debaters should defend them within the debate; there is no need to impose them as external rules. There is nothing that can be gained from the ossification of debate practice into rules; let the debaters debate.

(Phillip Kerpen debated for Stuyvesant (NY) H.S. and reached the national semi final round in 1996.)

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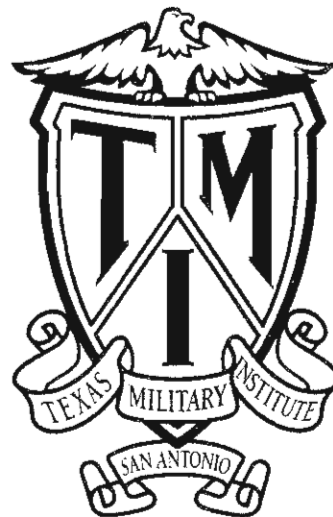
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COACHES CORNER

PROMOTING FAIRNESS IN L/D DEBATE

by William (Rusty) McCrady

In her book *The Argument Culture* published earlier this year, bestselling author (and Georgetown University professor) Deborah Tannen critiques our current tendency in American culture to attack each other unscrupulously rather than to voice opposition in logical, fair, and appropriate ways. Clearly, her book has something to say to coaches of Lincoln-Douglas debate.

If we accept that the resolutions presented to us every two months by the NFL are legitimate and worth arguing, we must guide our students toward generating valid arguments on both sides of these resolutions. In different situations, either side of the resolution could be valid, and in other situations the truth could lie somewhere in the middle. These resolutions are ideas about which reasonable people can and do disagree.

L/D debate is not merely a game, but a valuable academic activity. It follows that we should approach it in a spirit of reverence and fairness; we must argue as decent human beings, not as attack dogs.

With this principle in mind, I would like to address some tactics I've observed over the past few years which undermine the spirit of fair play that ought to imbue Lincoln-Douglas debate.

Where are we remiss? Probably in several areas, for in the heat of competition, survival sometimes seems to be the only priority. Over the past decade as a judge and coach, here are four infractions which I've observed that consistently undermine the spirit of fairness and honest inquiry which must underlie L/D debate.

Infractions

The first is probably more common in novice and JV rounds, and it is more of a minor annoyance or distraction than the other three. Nonetheless it IS common, and we as coaches can and certainly should easily eradicate it. For lack of a better term, I'll call it nit-picking. In a debate on the morality of possessing firearms which I judged back in the early '90's, I heard the two debaters spend most of their rebuttal time arguing whether John Locke or Jean Jacques Rousseau had coined the term "social contract." In a different type of nit-picking case, I've heard a debater claim that his definitions were superior because they came from

Black's Law, while the opponent's were from *Webster's New Collegiate*. When this sort of off-topie exchange predominates, the purpose of the debate is lost, and the judge is tempted to interrupt and ask the debaters to start debating and quit elevating minutiae to major issue status.

The next three foul-play tactics are more serious and less easily corrected. They are true examples of what has been traditionally called sophistry: arguments that are superficially clever, but in reality fallacious and misleading. The three prime examples I have witnessed are the accusation of abuse, the infamous "balanced negative" and the dismissal of the resolution.

In the case of accusation of abuse, one side, either the Affirmative or the Negative, hears something from the opponent which is challenging and potentially damaging to that side's case. Rather than coming up with a counter-argument, the side who has been challenged simply terms the opponent's argument "abusive."

Abusive. That's a powerful term. We have spousal abuse, child abuse...now debate abuse! This word is not one to take lightly in today's culture. If a debater implies that the opponent is an abuser, what's next? Call the opponent a racist? A sexist? In the situation where I saw the abuse accusation, the topic being debated (at the District tournament) was "Civil disobedience is justified in a democracy." The Negative had invoked the rule of law, which he deemed a sacred democratic tradition, and one that could be overthrown by tolerating civil disobedience. His line of argument made sense, but his opponent claimed that his way of arguing was "abusive" to the resolution and to her case because it did not allow for civil disobedience. As an observer, I would rather have heard an honest, logical rebuttal rather than a pejorative label ("abusive" which was supposed to dismiss his argument as unfair. (Who was really being abusive here?))

This is not to say that abusive tactics are not used in L/D debate tournaments. One that I find damaging to the spirit and true purpose of debate is the famous (or infamous?) "balanced negative." I know there are coaches out there who accept and even teach this technique as a winning strat-

egy for the negative side, but I must question it. An example of the strategy: in arguing the resolution, "A just social order ought to place the principle of equality above that of liberty," the Negative side claims that it has proven that equality and liberty are equally valued principles in a just society, therefore the resolution is negated, therefore Negative wins the round. Please! Aren't we debating CONFLICTING philosophies? If they are equally desirable and always harmonious, why hold a debate at all? I find the "balanced negative" technique to be unfair to the affirmative side by assigning the Negative side half the burden of the Affirmative side.

Even more "abusive" is the fortunately rare but truly egregious tactic in which the negative says in effect: This resolution is (choose one) nonsensical or untrue, and therefore I as the negative side win because I have proven the resolution to be thus. (For example, in the above resolution above equality and liberty, negative states, "These two principles don't conflict in a just society, so I win the round by 'proving' that they don't conflict") Oh really? We have ignoramuses getting together at Nationals every June to come up with wrong-headed resolutions? Although this technique is fortunately not likely to fool most judges, it destroys the spirit of the debate and leaves the Affirmative side in the awkward position of having nothing to argue against. It's a dirty trick—one that all coaches should forbid.

The above examples aren't the only ones I've witnessed of poor sportsmanship in debate. Other equally regrettable ones include sarcasm; ad hominem attacks; saving up new arguments or attacks until final rebuttal (so that the opponent has no time to address them); rude interrupting during cross ex.; and even cheating involving hand signals from a member of the audience.

One of the valid points Deborah Tannen makes in her book is that we in America make too much of winning whenever we engage in conflict.

(Walter (Rusty) McCrady, coach at Walter Johnson HS, (MD.), is president of the Montgomery County Debate League.)

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cfaust@wcupa.edu

Beginners and experienced veterans alike are invited to kick off their 1999-2000 competition year at the



1999 RED HAWK FORENSICS INSTITUTE

★ Sunday, July 25 to Saturday, July 31, 1999 ★
Ripon College, Ripon, Wisconsin



Institute Highlights:

- ★ Research techniques taught by research librarians
- ★ Interpretation skills: characterization, cutting and blocking
- ★ Organization and argumentation in public speaking and limited prep
- ★ Time-management for good students who compete to win
- ★ Individual coaching sessions in YOUR events

- ★ Commuter tuition only \$300
- ★ Resident tuition \$300
- ★ Room and Board \$200
- \$50 deposit due by July 1, 1999, to secure space.
- Make check payable to Ripon College Speech Department.

- ★ Ripon College is proud to be one of the founding chapters of Pi Kappa Delta, the National Collegiate Honor Society for Debate and Forensics. Ripon is also the home of the Pi Kappa Delta Hall of Fame Collection.

The number of participants will be limited to maintain a low student-coach ratio, so apply early!

FOR MORE INFORMATION CALL 920-748-8712

Ripon College Speech Department, Attn.: Jody Roy, P.O. Box 248, Ripon, WI 54971

NATION'S LARGEST CHAPTER IN SEARCH OF NEW COACHES

1. Social Studies Department Chair and Assistant Debate Coach

- * Administrative duties expected
- * Teaching position within the department
- * Extensive L/D experience required
- * Limited prep experience preferred

2. Coach of Individual Events

- * Teaching position within the English Department
- * Assistant Director of Forensics
- * Extensive experience in participation and/or coaching of public address and interp events required

Send letters of application and Vita to:

Christine Settle, Principal
F.J. Reitz High School
350 Dreier Blvd.
Evansville, IN 47712

Milton Academy, a private school in the suburbs just south of Boston, is seeking an experienced speech coach for a national-level team beginning in the Fall of 1999.



Questions?? Call Deborah Simon at 617-898-2132 or Dale DeLetis at 617-898-2134

Duties: Coach individual events, Lincoln-Douglas Debate, Congress; teach Public Speaking or English or comparable discipline. This is not a policy debate or theatre position.

Send resume and supporting letters to:
Nancy Starmer, Principal
Milton Academy, 170 Centre Street, Milton, MA 02186

FULL TIME SPEECH & DEBATE TEACHER/COACH POSITION Sacramento, California



Please contact: Janet L. Egidi
3016 Tango Street
Sacramento, CA. 95826
(916) 433-5250 or (916) 364-1176
hanser@jps.net

John F. Kennedy High School is seeking a full time teacher/coach for its 18 year-old Speech & Debate program beginning September 1999. This established program is one of the largest in Northern California (200+), competitive on the regional, state and national levels. This is a full time teaching position with 5 speech & debate classes (Speech, Beginning Debate & Advanced Debate classes).

- An established and respected competitive Speech & Debate program
- All 5 Classes - Speech & Debate
- Meets A-F Requirements.
- A competitive salary structure with coaching stipend
- A host of the State Qualifying Tournament for our Chapter of CHSSA
- Two part time volunteer assistant coaches (consistently for more than 3 years)
- A fully equipped classroom including: a copier, 4 computers/internet access, modest script/video library, TV and VCR
- A very supportive administration and staff
- One of the top academic schools in Sacramento County
- Excellent/affordable quality life style. Less than 100 miles to S. F., Lake Tahoe skiing, Yosemite, and Reno.
- Active NFL and CHSSA member (Sacramento Valley Forensics League)

ANNOUNCING THE 1999

BARTON SCHOLARS PROGRAM

**AN INITIATIVE OF THE NATIONAL DEBATE
COACHES ASSOCIATION**

Phyllis Barton, one of the most distinguished and successful high school debate coaches in the history of the activity, was a fervent and constant advocate of high quality argumentation. Her teams at Princeton High School in Ohio won all of the major contest events, often several times. Barton served as NFL Vice President.

The Barton Scholars Program honors her legacy by funding coach scholarships for summer institute instruction.

Teachers who receive awards are permitted to use grants to attend any summer teacher program relevant to debate of their choice.

WHO CAN APPLY? Any Lincoln Douglas or Policy debate teacher of any level of experience. We will try to match you with a workshop that meets your needs.

WHAT WILL IT COST? It depends. Classes are free at university workshops that participate with the NDCA. The NDCA will consider each application and try to meet each applicant's financial needs as much as possible. NDCA members may apply without cost. There will be a \$35 fee to non-members when the scholarship is awarded.

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

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

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

APPLICATION FOR THE BARTON SCHOLAR PROGRAM

name: _____ phone: _____

school: _____ phone: _____

fax: _____ email: _____

Please give a brief explanation of your educational needs.

Please give a brief explanation of your financial needs.

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

1. _____

2. _____

3. _____

Please send a letter of recommendation from your principal.

Please send this form and your letter of recommendation to:

Glenda Ferguson

The Heritage Hall School

1800 NW 122

Oklahoma City, Oklahoma 73120

Questions? Don't hesitate to call Glenda at 405-749-3033 (school) or 405-721-6661 (home)

NFL'S TOP 50 DISTRICTS

(February 28, 1999)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Degrees
1.	--	Northern South Dakota	193.55	Watertown	506
2.	+2	Northern Ohio	178.72	Austintown-Fitch	351
3.	+2	Rushmore	165.80	Sioux Falls-Lincoln	306
4.	-1	Heart of America	158.73	Independence-Truman	368
5.	-3	Kansas Flint-Hills	142.58	Washburn Rural	430
6.	+8	Show Me	138.88	Blue Springs	349
7.	+3	San Fran Bay	131.72	James Logan	511
8.	-1	West Kansas	124.75	El Dorado	249
9.	-3	East Kansas	123.68	Blue Valley	261
10.	+3	New York City	122.17	Bronx HS of Science	325
11.	-2	Northwest Indiana	120.53	Plymouth	355
12.	+28	Nebraska	117.61	Millard-North	349
13.	-5	Montana	116.31	Flathead County	266
14.	-2	Florida Sunshine	116.00	Academy of the Holy Names	296
15.	-4	South Kansas	115.15	Wichita-East	219
16.	-1	East Los Angeles	112.40	Gabrielino	261
17.	+5	Hole in the Wall	110.50	Cheyenne-East	304
18.	+3	Northern Illinois	107.42	Glenbrook-North	314
19.	-2	California Coast	106.78	Bellarmino College Prep	382
20.	-4	Central Minnesota	106.68	Apple Valley	283
21.	-2	Hoosier South	104.46	Evansville-Reitz	577
22.	+1	Florida Manatee	102.89	Nova	326
23.	+1	Eastern Ohio	102.52	Carrollton	237
24.	-4	Sierra	102.27	Centennial	362
25.	+1	Rocky Mountain-South	101.43	Wheat Ridge	261
26.	+4	Western Washington	98.81	Auburn Sr.	189
27.	-9	Carver-Truman	97.13	Neosho	378
28.	-1	North Coast	94.78	Gilmour Academy	201
29.	-1	South Oregon	89.46	Ashland	276
30.	+3	Eastern Missouri	87.76	Pattonville	318
31.	+29	Chesapeake	87.00	Calvert Hall College	92
32.	-7	General	85.00	Plymouth Canton Educ. Park	85
33.	-4	Ozark	84.55	Springfield-Hillcrest	183
34.	+1	Michigan	83.85	Portage-Central	160
35.	+2	Hoosier Central	83.36	Ben Davis	309
36.	+6	Tennessee	81.50	Mars Hill Bible School	246
37.	+2	New England	79.25	Lexington	212
38.	+39	Nebraska South	78.62	Lincoln-East	146
39.	+7	Valley Forge	78.22	Truman	197
40.	+13	West Iowa	78.14	Ankeny Sr.	241
41.	+7	North East Indiana	78.11	Chesterton	395
42.	-10	Northern Wisconsin	78.05	Appleton East	264
43.	-7	Southern Minnesota	77.86	Eagan	239
44.	-6	West Los Angeles	77.00	Sherman Oaks CES	250
45.	-14	Southern Nevada	76.85	Green Valley	187
46.	-2	Deep South	76.14	Vestavia Hills	223
47.	-6	Northern Lights	75.73	Moorhead	333
48.	-14	Southern Wisconsin	75.46	Marquette University	147
49.	-4	Colorado	73.66	Cherry Creek	373
50.	+4	Western Ohio	72.62	Centerville	237

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Degrees
51.	-8	East Texas	72.60	Alief-Hastings	178
52.	+7	Pennsylvania	72.46	Bellwood-Antis	135
53.	+12	Wind River	71.73	Worland	144
54.	-7	Tall Cotton	71.06	Odessa-Permian	174
55.	+6	South Carolina	70.68	Riverside	252
56.	-5	Pittsburgh	70.63	Bethel Park	162
57.	+18	West Virginia	70.40	Parkersburg-South	127
58.	-3	Heart of Texas	70.35	Round Rock	166
59.	-9	Rocky Mountain-North	70.11	Greeley-Central	175
60.	-11	Illini	69.56	Downers Grove-South	387
61.	+3	East Oklahoma	69.54	Bartlesville	212
62.	+11	Eastern Washington	69.44	Gonzaga Prep.	143
63.	+5	Utah-Wasatch	69.40	Layton	171
64.	+2	Colorado Grande	67.04	Canon City	148
65.	+5	Sundance	66.40	Jordan	224
66.	-8	Big Valley	65.08	Modesto-Beyer	337
67.	-10	New York State	64.38	Scarsdale	126
68.	-12	East Iowa	64.23	Bettendorf	143
69.	-17	North Dakota Roughrider	63.73	Fargo-Shanley	122
70.	-7	West Oklahoma	63.59	Norman	164
71.	-4	Lone Star	63.45	Plano Sr.	282
72.	--	Maine	62.22	Cape Elizabeth	124
73.	+6	Southern California	61.93	Redlands	142
74.	+9	Great Salt Lake	61.58	Taylorsville	124
75.	-13	South Texas	61.30	Houston-Bellaire	184
76.	-5	Central Texas	60.86	San Antonio-Churchill	158
77.	+9	Georgia Northern Mountain	60.42	Westminster Schools	123
78.	--	Idaho	59.38	Hillcrest	146
79.	-10	New Mexico	59.14	Albuquerque Academy	114
80.	+8	Mississippi	56.28	Hattiesburg	129
81.	-7	North Oregon	55.47	Clackamas	169
82.	-1	New Jersey	55.11	Montville	142
83.	-7	North Texas Longhorns	55.04	Colleyville-Heritage	173
84.	+3	Greater Illinois	53.69	Pekin Community	145
85.	-5	Kentucky	53.06	Rowan County Sr.	138
86.	-4	South Florida	52.85	Miami-Palmetto	218
87.	+2	Carolina West	52.84	Providence	122
88.	-4	Louisiana	51.60	Caddo Magnet	181
89.	-4	Arizona	50.46	Dobson	146
90.	+9	Big Orange	47.07	Esperanza	227
91.	+2	Capitol Valley	46.16	Nevada Union	98
92.	+3	Georgia Southern Peach	45.21	Lee County	102
93.	-1	Mid-Atlantic	44.12	Blacksburg	148
94.	-4	Iroquois	44.00	Mount Mercy Academy	86
95.	-1	Gulf Coast	42.35	Gregory-Portland	215
96.	-5	Sagebrush	41.90	Reno	136
97.	-1	Puget Sound	38.00	Newport	98
98.	+2	Tarheel East	34.50	Byrd Sr.	78
99.	-2	Patrick Henry	32.88	Madison County	140
100.	-2	West Texas	30.23	Montwood	121
101.	--	Hawaii	20.68	Kamehameha Schools	78
102.	--	Alaska	10.50	Robert Service	21
103.	--	Guam	8.00	Southern	29

DATE
CHANGE!!

July 11-23, 1999

Rockhurst College
Kansas City, Missouri

MIDWEST DEBATE INSTITUTE 1999

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- * Graduate Credit available to high school coaches (Additional Rockhurst fees required)
- * **New!** Coaches Clinic – Gain Topic knowledge and debate theory and curriculum
- * Registration Deposit Required – \$100
- * Tuition -\$345 / Room/Board-\$325
- * Scholarships available by application

For More Information Contact:

Carla L. Brown - PO Box 51 – Greenwood, MO 64034
Phone: 816-537-6702 / Fax: 816-623-9122



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