

# ROSTRUM

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FEBRUARY 1997



*Harold Carl Keller  
"Mr. Congress"*



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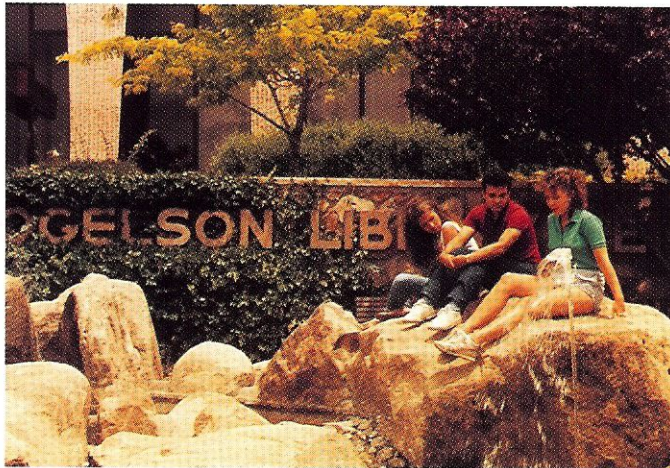
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# WHICH CAMP IS REALLY THE "BEST IN THE NATION"?

by William Bennett

The next few months you will see numerous ads, flyers, and other sources proclaim that their camp is a "great" camp, maybe even the "best in the United States." But, as you well know, only one camp can TRUTHFULLY make the claim. The thing you need to know to be sure to select the best camp for you is which one is telling the truth. And the answer is CDE. And there are six reasons why that is true.

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Third is our record of empirical success. It is in your best interest to compare what percentage of CDE graduates qualify for Nationals compared to the other camp(s) you are considering. At CDE as many as 87% of our graduates in any given year make it to Nationals. No other camp has this success rate. Only CDE graduates have won both the high school and college level international debate championships for the United States (Scotland, 1990 and New Zealand, 1994).

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds

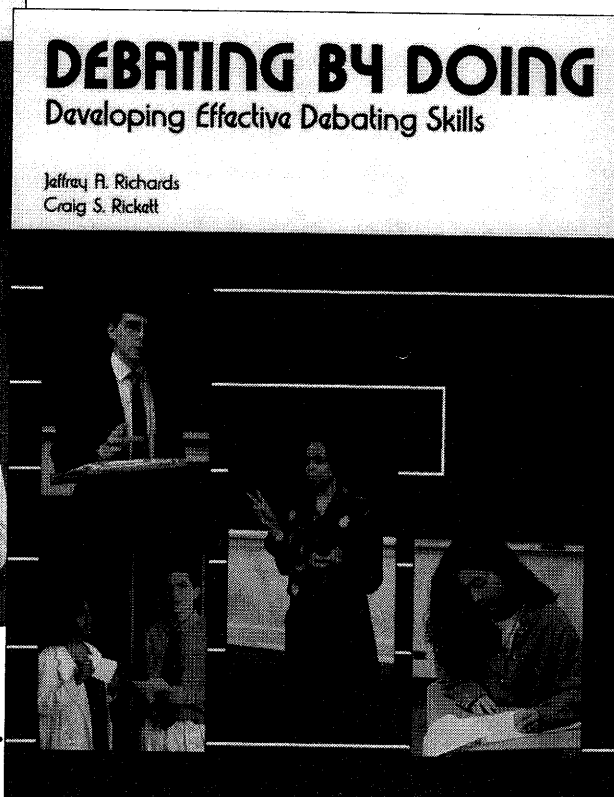
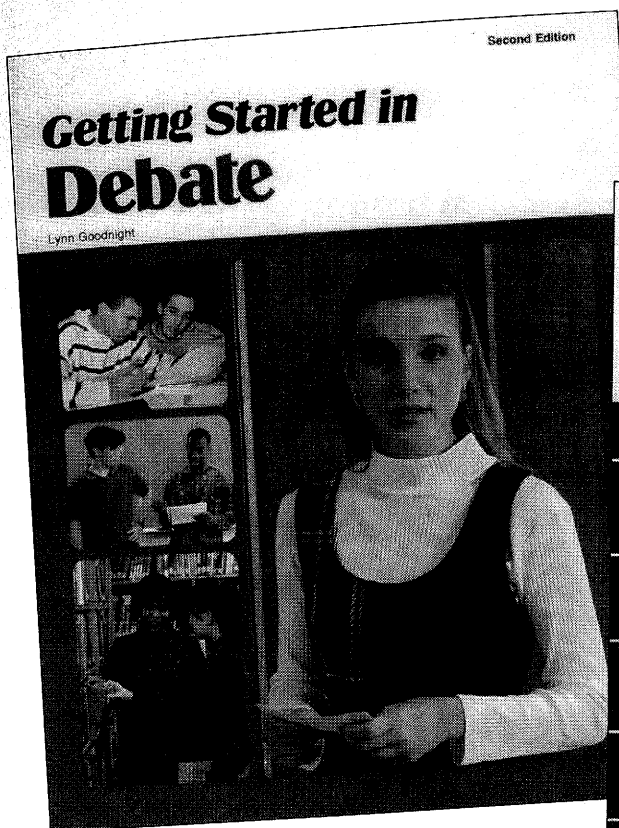
through the whole camp. If you are in policy debate that means 24 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

Fifth is the class structure you will enjoy. It is hard work for you but it assures learning and growth. And it is different from other camps because we do not assign you to "labs" for most of your time; too often "labs" are a name for subjecting you to the erratic vagueries of an individual coach or two. At CDE you follow a class, practice, and research format perfected since 1969. Hour-by-hour you move through a learning plan that exposes you to different teachers who excel at the subject they are helping you with. And this happens to you 7 days a week, from the day you arrive until the day you leave. You are exposed to every teacher on our staff, you are helped and prodded and even eat some of your meals with staff members to assure that your individual needs are met.

Sixth is cost. Unlike many other camps CDE figures the cost of all your meals into the price we quote to you. And unlike many other camps we figure in the cost of ALL debate blocks or L.D. blocks and extemp materials in the price we quote you. CDE's price tells you the truth.

Only one camp is the BEST in the nation. And that camp is CDE. We accept the first 60 students who apply.

CDE students also do well after they get to Nationals. Since 1983 CDE has produced more National Champions than any other camp. I hope you'll join us this upcoming summer.



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On the Cover: NFL's famous "Mr. Congress", Harold Carl Keller.

Next Month: A review of NFL teaching videos (second series) by Larry Smith.

## JOHN C. STENNIS CENTER: AN APPRECIATION

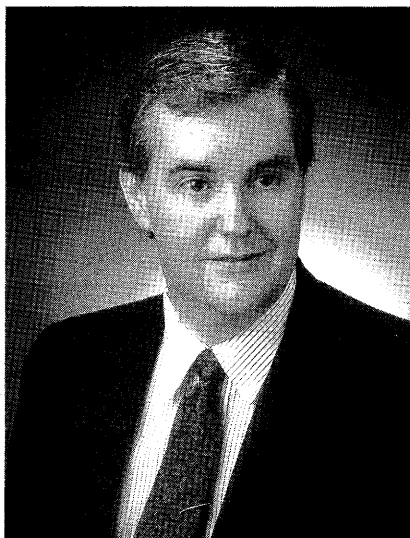
For sixty years the great legislator John C. Stennis held public office (1928-1989). As a powerful Senator, Stennis chaired the Armed Services Committee, the Appropriations Committee and was President pro tempore of the United States Senate. A man of character and integrity, the Senator led by example. And Stennis was interested in leadership! "The development of leadership is the greatest contribution that one can make to the operation and improvement of our government," said Stennis in 1968.

Upon his retirement from the Senate, the Congress established an independent agency within the legislative branch of the federal government. Its mission:

- \* Attract young people to careers in public service.
- \* Provide training and development opportunities for those in public service.
- \* Equip congressional staff to perform their duties more effectively and efficiently.

Congress endorsed what John C. Stennis knew. "America's system will not operate itself. It takes leadership, sacrifice, dedication, from the ground up, from the street level up." The Stennis Center believes "no government, regardless of its history and structure, can be better than the people who make it work. That is why our focus is on people over policy. We are confident that if we can get the best possible people in public service leadership, we will also get good policy."

The Center, headquartered in Starkville, adjacent to the campus of Mississippi State University, has done a great deal to train future leaders. Its initiatives have included "Southern Women in Public Service"; a program to train legislative staffers in State Legislatures; the John C. Stennis Congressional Staff Fellows Program in Washington; a National Black Graduate Students Conference; and the planning of the newly commissioned Nimitz class carrier, the USS John C. Stennis (CVN 74) which will sail with 6,000 men and women and contain a room which commemorates the life and leadership of John C. Stennis.



Rex G. Buffington II  
Executive Director

The Stennis Center became the sponsor of the National Student Congress in 1991. Since that time two \$1,000 scholarships have been provided each year for the National Champion Senator and the National Champion Representative. The classic pewter George Washington Camp Cups and the specially designed NFL pewter trophies are underwritten by the Center. In 1995 the Center generously agreed to pay the entry fees for all National Congress qualifiers. In 1996 a special Congressional Luncheon was hosted by Stennis Executive Director, Rex Buffington, for all Super Congress participants. U.S. Constitutions were provided for participants.

Buffington, a political and legal reporter and editorial columnist, was personally selected by Senator Stennis to be the Senator's press secretary in 1978. Mr. Buffington was selected in 1988 as Executive Director of the John C. Stennis Center for Public Service Training and Development. Mr. Buffington has been most gracious in his praise of NFL and his willingness to "do more" to enhance the National Student Congress, and expand its ability to train students.

Senator Stennis died in April of 1995. In his final United States Senate reelection campaign he was faced with the most challenging race since his first Senate election in 1947. At an early campaign strategy meeting, he was bombarded with advice from campaign consultants. He listened politely to the authoritative statements from the campaign experts who prefaced each imperative with: "To win, we will have to do this." When the consultants paused to catch their breath, Senator Stennis seized the opportunity to inform them of a point he considered very important. "There is one thing you really need to understand before we go any further," he told them as he looked each one in the eye around the table. "We don't have to win." What a wonderful lesson for members of the National Student Congress to learn as they learn to lead in the John C. Stennis National Student Congress.

## Lincoln Life March-April Lincoln-Douglas Debate Topic

Resolved:

On balance, individuals ought to have a greater obligation to themselves than to their community.

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Iowa does more than just help students reach their competitive goals. Iowa is an important resource for coaches. Every year, the 30 reserved places for *teachers* fill quickly because so many have shared their positive experience with colleagues. And based on our commitment to serve gifted students from all backgrounds, Iowa receives support from the NFL and the University's Opportunity at Iowa program, enabling many students to receive financial aid.



**DAVID CHESHER,**  
*Director, Policy Debate*

*Dr. Cheshier is debate coach and assistant professor at Georgia State University, Atlanta. He earned his B.A. at Wake Forest, M.A. and PhD at Iowa; he is the former director at Georgetown, veteran lab leader at Iowa and Dartmouth Institutes. Dr. Cheshier is regarded as one of the most*

*outstanding debate laboratory leaders in the nation. He has taught and lectured to thousands of students at dozens of summer programs for more than fifteen years.*

**PATRICIA BAILEY**

**MARILEE DUKES, Co-directors, Lincoln-Douglas Debate**

*Ms. Bailey and Ms. Dukes are recognized for excellence in and out of the classroom. At Iowa, they have built what many regard as the "only summer program" for Lincoln-Douglas debaters. Their standards, expectations and performance are nothing short of remarkable, and they demand and get the best from their very able staff. Their curriculum is organized, thorough and challenging to the very best students. They have found the right mix of theory and practice, and year after year, students come back for more. Both are Key Coaches of the Barkley Forum, NFL Diamonds, and coaches of national champions. They are joined by an outstanding staff of teachers from across the nation.*





# TOWARDS MAKING STUDENT CONGRESS AN OPTIMAL FORUM FOR LEADERSHIP TRAINING

Minh A. Luong and Mary Menzik Moulton

*"Student Congress has been called 'a realistic approach to the democratic idea of cooperative discussion.' The idea on which it is based—that of getting representative student leaders to consider some of the problems which actually confront our lawmakers—is excellent. Training of this sort is invaluable. It is, in a sense, a preparation for real life."*

*—From the NFL Student Congress Manual, 1995*

## INTRODUCTION

Many political observers are warning of the coming "leadership crisis" and how we will not have a new generation of capable young leaders who be able to take this country into the 21st century. While the definition of "leadership" has changed dramatically over the past few decades, the types of skills required of successful leaders have changed little. Among them are critical thinking and listening skills, charismatic interpersonal communication and persuasive speaking styles, as well as an ability to adapt, compromise, and negotiate. There is but one event in the realm of high school forensics in which a young leader can participate which will provide training and practice in these essential leadership skills—Student Congress.

Student Congress remains an event with the most to offer but at present, has the most untapped potential. Why? The authors believe that this shortfall centers around three primary reasons:

1. There is a great disparity in the structure and approach to Student Congress between the local/state competitions and the NFL National Congress;

2. There is a lack of consensus about the role of and commitment to Student Congress as a leadership training event; and

3. There is a lack of training materials and coaching support for the event.

This essay begins with several observations about the nature of congressional debate, identifies several areas where Student Congress can improve as a leadership training event, and concludes with several proposals which the authors hope will be adopted.

## CONGRESSIONAL DEBATE AND LEADERSHIP SKILL DEVELOPMENT

Both authors are dedicated NFL members as well as coaches but have also assisted other youth leadership organizations with student instruction and teacher training in congressional debate events, resolution and bill writing, and parliamentary procedure. Organizations such as the Junior State of America, YMCA Youth Legislature, Model United Nations, and others target nearly the identical student population which the National Forensic League and high school forensic coaches seek to recruit for speech and debate participation.

These leadership-oriented organizations take their congressional debate training programs very seriously and that level of commitment is consistently high from the school and local chapters all the way to national-level competition. In high school forensics, the commitment to Student Congress is varied at best; from consideration of the event equal to debate and individual speaking events to treating Student Congress as a last-resort event for non-qualifiers in other events or as a baby-sitting activity for misfits and whiners. For those coaches whose commitment fits the latter descriptions, the authors feel that they are overlooking one of the best-kept secrets in high school speech and debate.

Student Congress has much to offer both public speakers and debaters in leadership training and development. We see several primary benefits from participation in congressional debate events:

### Integrated skill development

No other event in forensics

provides a forum for teaching the types of integrated skills which can be learned and practiced through participation in Student Congress. Among them (but certainly not exhaustive) are research methods, position development, proposal analysis, critical thinking, non-judgmental listening, problem solving, question and answer, and persuasive communication skills.

### Development of "real world" communication skills

One of the more common criticisms of forensic events, especially policy debate, is that the communication skills which are emphasized and rewarded are not very applicable to the "real world." While the response to that criticism can be the subject of an entirely separate *Rostrum* article, the authors believe that Student Congress promotes the type of communication (informative and persuasive) skills which are most applicable not only to the political and policy making arenas but to business and academic environments as well.

Congressional simulations can also provide a valuable training forum for meeting administration, networking, logrolling, interpersonal, and small group communication skills when appropriately structured. In other organizations, time is allocated for committee work, caucusing, and interaction between the main and supporting speakers. The trend in government and business is away from individuals working on problems and towards group problem-solving. Student Congress is, in many respects, the event for the future.

Student Congress has so much potential as an event which can provide not only a good learning experience but be enjoyable for both students and judges alike. From a tournament administration standpoint, congressional debate is a very cost-beneficial event to run. A group of 15 to 20 students can be judged by one to three judges, a far better ratio than other debate events. In order to achieve the full potential of this great event, several issues need to be addressed.



## AREAS IN WHICH STUDENT CONGRESS CAN IMPROVE

### Close the gap between local and state events and the NFL National Congress

There appears to be significant differences in how Congressional events are administered and conducted on league and state level compared to the National Student Congress held at NFL Nationals. While local and regional variances are beneficial to add flavor and diversity at Nationals, there has to be some consistency in rules and practice. In some parts of the country, the coaches actually write the bills and resolutions, thereby depriving the students of the benefits of researching and writing legislation. In other regions, there is no adult judging, just an attendant to make sure things do not get out of hand; coaches assign NFL points after the "tournament" based on the attendant's report of which students spoke. These types of variances cheapen the learning experience of the students and negatively affects the prestige of the event.

What is needed is a mindset change and recommitment to the event as a training forum for real-world skill development. While that does not exclude the beneficial elements of what is presently being taught, it does require taking Student Congress much more seriously and appreciating what the event can provide as a professional skill development platform.

For tournament directors, it means offering Student Congress in addition to debate and speech events. It also means empowering judges to make comments on ballots which will be distributed to students, just like a debate ballot.

For coaches, it means spending more time teaching congress-applicable skills and promoting the event to the most talented students, not just the ones who cannot "cut it" in debate or individual events.

For students, it means spending the same amount of time and effort preparing for congress sessions as a comparable debate or speech tournament. There should be recognition that success in Student Congress requires mastery of many more skills than other forensic events.

For judges, it means taking notes on speakers and providing

written comments on evaluation forms instead of just rewarding speeches with points. Oral critique, which is becoming customary in debate events, can be included in Student Congress as well. Congressional debates at Junior Statesmen programs regularly include faculty critic oral critique of 20 or more student debaters which usually takes no more than 15 minutes.

### Abandon the "canned speeches" approach to Congressional debating

Many "successful" participants in Student Congress take a "canned" approach by literally reading a pre-written speech and giving stock answers to questions during the Q+A period. Some schools are reputed to keep a collection of such speeches on file covering a wide range of topics which are frequently subjects of bills and resolutions.

In order to make the event a more educational event, programs should steer away from recycling speeches and files, and instead, move towards a more extemporaneous approach of debating.

Authors of bills and resolutions should be encouraged to expand the coverage of legislation beyond the short list of usual suspects which includes the budget deficit, illegal immigration, gun control, welfare, etc. By increasing the diversity of topics discussed, students can enrich their educational experience by examining more "real world" issues which policy makers are facing.

### Consistent resolution and bill construction

A review of the last several NFL Student Congress bill and resolution packets reveals a wide variance in the construction and format as submitted to the Clerk from districts around the country. The authors suggest resolution and bill templates or a guidebook be issued, similar to those produced by the other youth leadership organizations as well as the U.S. Clerk of Congress Office.

Upholding high standards for the writing of bills and resolutions not only maintains Student Congress as a leadership event, but properly constructed legislation keeps the quality of debates consistently high.

### Commitment to judging standards

In several areas of the country, there is no judge evaluating the student speakers in Student Congress. The authors feel that this system, while still educational, can be significantly improved by addition of judges who evaluate students.

In regions where adult judges are present, the authors observe that there is less consensus in Student Congress than even Lincoln-Douglas debate when the issue of judging standards is raised. Unlike values-based argumentation, policy-focused congressional debates can be judged on a more objective scale which would add consistency and direction for our student leaders-in-training.

### Development of training and teaching materials

One reason for the shortcomings of Student Congress which was mentioned time and time again by coaches who were interviewed by the authors was the fact that there are few training manuals and instruction guides for students and coaches. Because Student Congress is practiced so differently around the country, few textbook publishers have ventured to produce a comprehensive, in-depth guide to Student Congress. Such a guide would help improve the event significantly.

## OUR MODEST PROPOSALS

The authors suggest restructuring Student Congress to include the sub-components of the U.S. Congress to emphasize application of real world skills. A league or state association might have to be a little creative in scheduling some of these proposals, but other youth leadership organizations currently incorporate these activities into their own legislative simulations, so it can be done effectively.

### Develop an NFL Congress Training Manual and Video

The authors believe that this will be an important first step in helping Student Congress improve to its potential and will create some measure of consistency throughout the country. For those students who travel from all over the country to compete at Nationals, they will feel more at ease if they know that the basic format for Student

Congress is consistent throughout the country. Too often students complain that the National tournament is very different from local competitions and that they spent the first few days "just re-learning the event." This creates more fear and anxiety than is necessary for those participants at the NFL Congress. Develop and publish a Congress student training manual which includes bill/resolution writing, parliamentary procedure, judging criteria and sample ballot, NFL approved protocol for making motions, etc.

The NFL has been successful in producing its own instructional video series called "The National Forensic Library." While the series has multiple volumes on policy debate, Lincoln-Douglas, and various individual events, there is not a single tape on Student Congress. Two needs are particularly pressing: one tape on parliamentary procedure and chairing a session, and another on preparing for and debating in Student Congress sessions.

Any training materials should be distributed to all congress participants down to the local level. It is imperative that all coaches acquaint their students with the NFL rules for Student Congress. If we are to have a successful and meaningful experience for students at all levels, students need to know the basics like the rules.

#### **Provide committees and hearings**

If we are to provide students with a positive and realistic experience, then coaches and tournament directors should consider using committees as part of the Student Congress experience. Both the House of Representatives and the Senate depend upon committees to effectively consider thousands of bills that are proposed for each session. Committees help ease the workload and are the key power centers in Congress.

Committees can serve a valuable purpose in Student Congress. First, they allow members to listen to supporters and opponents of a bill, work out compromises, and decide which bills will or will not have a chance to become law. Second, it allows students to begin to form arguments on bills that will be introduced on the floor. Third, committees provide an opportunity for stu-

dents to understand the concept of lobbying. Fourth, committees also provide an opportunity for students to set their own calendar. Each committee sets a priority calendar of bills. Then during the regular session one bill is taken from each committee calendar for consideration. This seems more equitable than having the chairperson choose bills randomly, as is the practice in many leagues. Please note that the tournament director should check all committee calendars before the regular session begins. The same school may be represented first on all calendars. This would provide one school with the opportunity to monopolize the first speeches.

Committees should be standing committees, committees that deal with certain kinds of bills. They are more commonly known as subject-matter committees. If the tournament director would provide the coaches a list of the subject matter committees with the invitation, then students can gear their bill writings to those committees. Students should place the committee name at the top of the legislation. This saves the tournament director a great deal of time on the day of the tournament.

Evaluating student involvement in committees can be a challenge for judges who are not familiar with the committee system. However, a savvy tournament director can prepare criteria for judging committees, and attach this information to the invitations and ballots. If judges know ahead of time what they should look for, then judging committee deliberation is not difficult.

Committees do not take a great deal of time. The average committee meeting need only be twenty (20) to thirty (30) minutes long. Committees will provide students a realistic look at Congress and its workings, especially to those students who are not comfortable with role-playing "senator" all the time. Committee deliberations provide valuable educational opportunities for students to role-play social activists, lobbyists, and experts providing testimony to Congress.

#### **Chairing and speaking as separate roles**

Far too often the role of the Chair is not taken as seriously as it should. A good Chair, as an impar-

tial facilitator of the session, is crucial to the smooth running of Congress. If we provide a greater incentive to those interested in serving as a chair, the authors believe that we will get a better quality student, and keep Student Congress debates running more efficiently. In California students qualify for the state tournament as either speaker or chair, and the separation has allowed Student Congress sessions to run smoothly.

There are many students whose primary interests are parliamentary procedure and meeting administration; offering chairing as a distinct and separate role will provide these "leaders among leaders" an opportunity to focus on those skills.

#### **Improve judging criteria and ballots**

At the local and state level, many students participate in Student Congress only to receive a batch of scores at the end of the tournament with no written feedback. Even when provided, very often judges do not provide enough feedback to the participants. From a coaching perspective, this is frustrating because we have no way of helping students improve their congressional debating skills.

Since congress speeches are short (3 minutes), judging criteria must be simple and straightforward. The authors suggest the following criteria for judges which can be printed two or three to a page:

- \* Delivery skills / presentation style
- \* Focus on key and relevant concepts
- \* Use of supporting material (facts, anecdotes)
- \* Use of sound logic and reasoning
- \* Performance in question and answer period
- \* Strengths (written comments)
- \* Suggestions for improvement (written comments)

Tournament directors should insist judges complete their ballots before distributing them.

## **CONCLUSIONS**

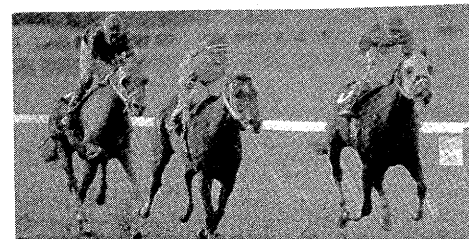
The National Forensic League must not be left behind by other youth leadership organizations such as Boys and Girls State/Nation, (*Luong to Page 24*)



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Home of The National Tournament of Champions

## THE 1997 KENTUCKY INSTITUTES



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June 14 - 21, 1997

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(Some will be returning, others added, see March Rostrum.)

Scott Aberle  
John Day  
Paul Derby  
Jay Finch  
Dan Fitzmier  
David Genco  
David Heidt  
Mason Miller  
Paul Skiermont  
Jason Trice  
Leslie Wade  
Aaron Kall  
Kyle Norman  
Gordon Hull

Valley High School  
Southern Cal University  
Southern Cal University  
University of Kentucky  
Emory University  
University of Kansas  
Emory University  
Northwestern University  
University of Kentucky  
Michigan State University  
Emory University  
University of Kentucky  
University of Kentucky  
Vanderbilt University

### 1996 L/D STAFF

(Some will be returning, others added, see March Rostrum.)

ROBERT ALCALA, Williams College  
JASON BALDWIN, Wheaton College  
NANCY KHALEK, Princeton University

Division limited to 40 students with 5 instructors.

### 1996 L/D FELLOWS

David Azoulay  
John Morrison

Stuyvesant  
McQuaid Jesuit

### 1996 INSTITUTE FELLOWS

The Institute Director is currently recruiting eight to ten of the nation's top 1996-97 high school juniors as Institute Fellows. Nominations are encouraged. Those chosen will be dispersed among the various Institute labs, and will be announced in the March *ROSTRUM*.



1996 Institute Fellows were (from left to right): Back Row: David Harkin, (Grapevine); Rashad Hussain, (Greenhill); Mark Molle, (Bronx Science); Andy Ryan, (Caddo Magnet); Front Row: Stephen Bailey, (Isidore Newman); Misti Hewatt, (South Gwinnett); Trace Johnson, (Westminster).



Other 1996 Fellows were (from left to right): Back row: Nathan Haratani, (El Cerrito); Josh Goldberg, (Greenhill); Ryan Cotton, (St. Mark's); Front Row: Josh Friess, (Brookfield); Emily Wynes, (Iowa City West); Michael Risen, (Montgomery Bell Academy); Kamal Ghali, (Caddo Magnet).

CONTACT: Dr. J. W. Patterson, Intercollegiate Debate, Patterson Office Tower 473, Box 74,  
University of Kentucky, Lexington, Kentucky 40506 - Phone: (606) 257-6523

"TRADITIONS OF EXCELLENCE CONTINUE"

# STUDENT CONGRESS: THROW THE BUM (PRACTICES) OUT

by James Talley

For almost 60 years, NFL has recognized student congress as a legitimate event. NFL chapters across the country participate in student congress, and over 300 students qualified for the 1995 John C. Stennis National Congress in Ft. Lauderdale, FL. This long track record and this breadth of participation make congress an activity that has paid its dues. Yet around the country, misperceptions and myths plague congress and restrict its ability to come into its own as a forensic activity.

## The Consolation Event

The number one myth currently damaging student congress is the notion that congress is merely a consolation event. Too many people see congress as the event students enter when they fail to qualify for a national tournament in policy debate, extemp, Lincoln-Douglas or oration. I am familiar with only one national summer institute which provides a special course offering to student congress people. In recent years, we have seen *Rostrum* issues devoted to various events, in the magazine's "focus on" series. We've seen Focus on Debate, Focus on Lincoln-Douglas, even Focus on Coaches. We have not seen, however, a Focus on Student Congress issue, and in fact, the number of articles printed in *Rostrum* addressing student congress over the last five years can be counted on one had.

In addition, even districts which excel in congress tend to hold the event in low esteem. This year, in a district which ranks consistently high in the national chapter rankings and typically sends a formidable compliment of congress people to NFL nationals, one school submitted a bill proposing that we channel the money going to the National Academy of Arts and Sciences to a new research group whose sole task would be to develop a functioning technology of time travel. This technology, once developed, would be turned over to the military, who would use it benevo-

lently to "correct" historical injustices (kill Hitler as a baby, perhaps). The submission of a bill as ludicrous and nondebatable as this one in a district with a strong congress tradition shows how poorly esteemed congress has become, even in its historical strongholds.

## Crossover Complications

Because people see congress as an activity which requires no special training or orientation, many congress people merely "crossover" from other forensic events, applying the same techniques and styles to congress that they do in their other events. Policy debaters, LDers, extempers and orators often believe that, because they have been successful in their "first-love" events, they can transfer their skills to congress and achieve equal or higher success. After all, how hard can a series of three-minute speeches be to create and deliver?

This question shows, perhaps better than any other illustration, how grossly in error the notion of "transferable skills" actually is. Policy debate and Lincoln Douglas both require students to speak for approximately three minutes at certain stages of the debate. Cross examination in these activities is a perfect time match. Yet I have never heard a theorist or experienced coach assert that a policy rebuttal (IAR especially), an LD affirmative rebuttal, or a cross examination period to be "easy." On the contrary, whole chapters of texts have been devoted to both rebuttals as well as question periods. Students whose first love is policy or LD view these short presentations in their own events as challenges, not to be taken lightly--yet they do not transfer this same appreciation to student congress, where every speech lasts three minutes.

## Policy Crossovers

Crossover congresspeople tend to show their true colors in congress competition. Policy debaters often fall back on both the

policy debate jargon they are accustomed to as well as rebuttal-style attempts to glibly cover every argument presented thus far in the debate on a given piece of legislation. This results in both a departure from the lay communication style appropriate to congress, as well as a superficial treatment of the issues raised in the course of congressional debate. A policy rebuttalist's natural tendency is to cover everything on the flow, and, because congressional debate rests on the shoulders of not a two-member team but rather on a dozen or so individuals proposing or opposing a bill or resolution, this tendency is inappropriate to the event. Both congressional and policy debate are team activities, but in congress the teams shift as the items on the agenda are disposed of, and congressional "teams" are large in number. This presents a disorienting situation for most crossover policy debaters, who believe they must take on the entire pro or con faction single-handedly. We thus witness the birth of a IAR into a family where it does not belong.

## LD Crossovers

Lincoln-Douglas debaters and orators who crossover into congress tend to imagine that emotional exhortation carries as much weight in congress as it sometimes can in their respective activities. Too many of these crossovers believe that congress is merely "pretty speaking," and so ignore the fact that congress is debate, and thus requires clash and support for the positions advocated. Policy debaters attempting to flow congressional debates become frustrated at the comparative lack of structure and proof offered by L/D and OO crossovers. Experienced congress scorers feel the same.

## Extemp Crossovers

Crossover extempers probably come the closest to what student congress asks in a speaker and a speech. The primary drawbacks of



an extemp style "cut and pasted" onto congressional debate are the unfamiliarity with the requirement to clash and the overly rigid organizational structures common in extemp. Congressional style prizes organization of one's arguments, but this organization should not come at the expense of a listener-friendly and fundamentally persuasive appeal. Novice congresspeople most commonly learn basic extemp's tropes and customs and often present rigidly structured, cookie-cutter speeches which even open with extemp-lifted stock introductions. In addition, extempers are generally unaccustomed to the requirement, common to all debate activities (including congressional debate), that the advocates' arguments must clash. Extemp speeches focus on topics drawn by the students; extempers are not required to follow or take part in the give-and-take of debate activities. The only extemp parallel to the burden of clash is a weak one: the existence of a limited cross-examination of other extempers seen in District and National final rounds. Aside from this, extempers are trained not to clash, but to answer a question, and such training does not transfer well to student congress.

### Short Shrift for Student Congress

Student congress' lowly reputation can be seen in other areas as well. Many of the students I have met and taught complain that their coaches do not seem to give a fig about congress, and therefore expend little time in coaching the event or even delivering orientation lectures on proper student congress conduct. If lecture or coaching does take place, it too frequently consists of a presentation of the most commonly used motions in student congress. Beyond this, students are expected to go out and win. The lack of coaching and lecture specifically on student congress indicates how coaches' dismissal of congress can leave students to their own devices (usually falling back on the skills and techniques they have acquired from other activities) or else leave them infected with the same dismissive attitude toward congress.

Some districts go so far in their

snubbing of congress as to hold only one or two congresses during the season, one of which typically, serves as the district national qualifying tournament. How students are to judge the merits of their peers based on only one or two congresses is never explained. The thinking runs something like this: "NFL has an event called student congress. We want to send as many students as possible to nationals, so why not hold a district tournament in student congress?" Why not indeed. Such token seasons denigrate congress as a unique activity which requires of students both a commitment and a particular mindset.

The absence of legislative packets presents another cause for concern. In the district where I participated (as well as at NFL national congresses), the bills and resolutions were submitted to the district committee, screened for inappropriate material, typed up in standard formats, and then mailed to each school in the district. The result of this process was the legislative packet congresspeople would debate for the season. Over time, the district developed a two-packet process with two submission dates, to allow the debate to remain fresh and the student to remain interested in the legislation.

Naively, I assumed this practical method was in use elsewhere. After teaching at a summer institute last year, I learned that some districts and circuits handle things in a much different way. Instead of receiving a copy of each bill and resolution to be debated for the season or half the season, these district have a new "packet" each tournament. The *titles* of the legislation ("A Bill To Decrease Poverty," for example) are faxed out to all participation schools. From such vague and uninformative labels, congresspeople are expected to come prepared to debate the merits of the legislation. The students, saddled with such a handicap, are unable to research the specifics of each bill or resolution, and arrive at congresses with little substantive material to offer as proof of their opinions on the legislation. Indeed, they do not even get the chance to *read* the legislation they must debate until the day of the congress. If our intention was to design a practice guaranteed to reduce congressional debate to a contest of non-clashing

assertions, we would be hard pressed to come up with a better scheme than this.

Finally, we must examine the judging pools of typical student congresses. Student congress scorers are typically of two types: community judges and coaches. Coaches acting as scorers are presumably well-qualified to judge student congress. However, if those coaches dismiss the activity as some kind of forensic fluff, they will reward speakers for non-congressional appeals, styles and practices, since they will be ignorant of the unique requirements of congressional debate. In addition, as unfortunate as it may be, coaches are at least tempted to rank their own students higher than the students of competitor schools. Whether this happens or not can never be ascertained with certainty, but the temptation does exist.

Community scorers, while they may not have any school allegiances to worry about, are usually wholly ignorant about the specific styles, practices and nuances of congressional debate, which differ considerably from other forms of forensics. If they have prior judging experience, it is most likely in policy or LD debate, or the public address events, and their training and experience from judging these contests only partially applies to student congress. Students sincerely trying to practice student congress as a unique event will find their scores lower on the ballots of these judges, since they will fail to meet the policy, LD or public address expectations of these untrained scorers.

### Modest Proposals

Much can be done to alleviate the damage done to student congress by these trends and practices. The first order of business in reforming congress should be a commitment on the part of forensic coaches to teach congress as a unique activity, one with its own theory, ethics, and style. It may be true that congress, like policy and LD, is a debate activity; that congress speeches are largely "extemped"; and that the purpose of a congress speech is to persuade an audience, much like an oration. But the differences between congress rightly practiced and these

other events are more striking.

Policy debate addresses propositions of policy. Congress addresses such topics as well, in the form of bills. But congress also addresses resolutions, which take no outright policy step and thus are usually value or a least non-policy proposals. Because no one has yet resolved the in famous breadth vs. depth controversy, we cannot assert that policy debaters work harder with their brains or with their eyes in the library when researching one broadly-worded topic as compared to congresspeople who must research and consider several more specifically-worded proposals for change, most of which have little to do with one another. (Although with congress as currently practiced--with a low premium placed on new issues, clash, and substantive argument--one would be right in saying that intensive research has a lower payoff value in congress compared to policy.) The communication style prevalent in policy debates simply won't fly in most student congresses. One must eschew the jargon and the speed and content oneself with addressing three to five of the opposing faction's arguments in a speech. Flowing practices for policy debates are similar, but logistically problematic for congressional debates.

Lincoln-Douglas addresses propositions of value, while congress, in debating bills, focuses on explicit policies as well. Congressional value debate, when it occurs, may not be as rigorous as LD-ers would like it to be, but it does approximate the debates on value-laden issues in the United States Congress and in the media. Once again, we see that congress requires research into a wide variety of topics in a given season, and thus has a more broad-based focus than LD, which concerns itself with one resolution.

Extemporaneous speaking is usually highly structured, whereas congress speeches mask that structure with a more oratorical presentation. Whereas extemp tends to be more spontaneous in the topics discussed (an extemper never knows the question until 30 minutes prior to speaking on it), congresspeople seldom have the luxury of the extemper's half-hour to prepare their remarks. Because congress is

debate, speakers cannot afford to assemble the material for a speech and rehearse 30 minutes before speaking; either their issues will be raised by another speaker or else the legislation will be acted upon and a new bill or resolution will be on the floor. Congress requires its participants to consider and keep track of the flow of the argumentation, something extempers can remain oblivious to, since extemp is not about *debate* at all.

These differences between congress and the other forensic events must be highlighted by coaches. But equally important, especially in countering the "consolation event" myth, coaches must play up congress' similarities to the other events. Policy and LD debat-

dents loose on congress and seriously expect to hear rigorous debates inkeeping with a congressional style. Congress does *not* "teach itself." The misperception that it does, contributes a great deal to the self-fulfilling prophecies of those who dismiss congress outright.

When we begin to teach congress as a unique and uniquely challenging event, crossover disdain and arrogance will diminish. I do not wish to seal congress off from any student who also participates in policy, LD or extemp. On the contrary, I believe that wide experience in the other events can only help to inform a student's congressional style and success. What crossover competitors must understand, however, is that while congress is in many ways analogous to other forensic events, the comparison is not one-to-one. Subtle differences as well as great chasms separate congress from the other events, and mature communicators should be taught to recognize that as forums change, so should practices.

In addition, the *Rostrum* should solicit articles addressing current issues in congressional debate as they do for value and policy debate. A "Focus on Student Congress" issue would go a long way toward re-legitimizing the activity in the minds of many coaches and students. There are more than a few veteran congress competitors and serious congress coaches who have sat quietly by as their activity fell into disrespect. Many would be thrilled to hear that the national forensic community was ready to listen to their theories on the practice of this event.

Student congress seasons should be of sufficient length to allow several congresses to be held, and students aspiring to represent their districts in this event at nationals should be encouraged to make a commitment to attend as many of these congresses as possible. How discouraging it is for a serious, seasoned congressperson to attend the national qualifier only to see some dark horse win the slot to nationals after having competed at only one (or in some cases, none) of the congress tournaments prior to districts. What could alienate a student more quickly than this type of cavalier disdain for the event?

Legislation submitted to both

## SUPER CONGRESS WINNERS

The Super Congress was established in 1985.

### House

1985	Kiki Bhatia, Maryland
1986	Michael Lazar, Illinois
1987	Gilbert Bradberry, California
1988	Jonathan Koppell, New York
1989	Paul Peralez, Texas
1990	Nick Montfort, Texas
1991	Carson D. Elrod, Kansas
1992	Roy Hanks, Oklahoma
1993	Albert Giang, California
1994	Winthrop Hayes, Texas
1995	Boris Bershteyn, California
1996	Adam Zirkin, New York

### Senate

1985	Brad Young, Kansas
1986	Ted Smith, Missouri
1987	Jonathan Polak, Texas
1988	James Talley, Kansas
1989	Carey Eskridge, Texas
1990	Jeff Prescott, Kansas
1991	Anup Jacob, Kansas
1992	Jeff Kulkarni, Indiana
1993	Dan Mangis, Alabama
1994	Ben Peled, Indiana
1995	Emily Monroe, Missouri
1996	Veena Iyer, Texas

ers will not scorn congress so quickly if they understand that all three events are forms of debate. Extempers will dismiss congress much more reluctantly when they are shown that, although research can be done weeks before a congress for topics that are known ahead of time, the actual preparation time student congresspeople enjoy hovers between three to five minutes, instead of thirty. And all forensic competitors should appreciate congress' balance in the types of propositions it tackle--both policy and non-policy--with equal vigor. Overall, coaches cannot turn stu-



the National congress as well as district circuit competitions should be scrutinized, honed and pro-forma. Frivolous claptrap like the time-travel bill mentioned earlier should be excluded from packets on grounds that such nonsense actually harms the activity. Debatability--the susceptibility of each side of the legislation to well-supported arguments--must be the primary concern, lest congress become a contest of dueling three-minute mini-oratories and group exhortations.

As already implied, the compilation and distribution of legislative packets must be encouraged. The practice of faxing legislation titles to participating schools can never allow the students to adequately research, brainstorm, and seriously consider bills and resolutions. Students need to see copies of the actual legislation as it will be proposed in session, and they need to have them well before they are expected to speak knowledgeably about the bills and resolutions. The inevitable outcome of "faxed title" practices is the debasing of the activity, a positive disincentive to research, and a virtual destruction of any notion that congress should be a debate activity.

### Judging Congress

Lastly, we must give some serious thought to the judges we recruit for congress competitions. If we are uncomfortable with the notion of coaches scoring students, then community judges would be the sensible alternative. Yet because congress is both subtly and dramatically different from the other forensic events, we cannot assume that any old judge will do. Many schools hold judge clinics prior to their policy debate tournaments, to acquaint community critics with the general outlines of that activity. Why should it be any different for student congress? A typical congress requires the services of only a fraction of the judges required by a policy debate tournament. Judge clinics for congress scorers should resemble focus groups more than classroom lectures and could thus orient judges with greater speed, clarity and depth. Judges should be briefed on what to look for in student congress speeches. They should be taught the rudiments of parliamentary procedure in order

to appreciate students who make perceptive motions from the floor. And a small pool of such trained judges can be used again and again, gradually increasing the quality of criticism from year to year. Coaches could still be used as parliamentarians, since they are presumably conversant in procedure, and this would allow a community judge to handle the scoring of speeches. A variety of nomination procedures could be utilized so that students are recognized not just for their speechifying but also for their procedural savvy. And such a reform would free scorers from having to keep track of procedural trivia while trying to compose meaningful comments on those tiny congress ballots in time to hear the next speaker.

### Conclusion

Student congress as an NFL-recognized activity has nearly reached its sixtieth birthday. Compared to venerable events such as policy debate, this span may make congress seem like a spring chicken. But compare Congress to Lincoln-Douglas (recognized in 1979 and thus not even of legal majority) and you will begin to perceive some of the significance of this dismissal of congress in the forensic community. We must begin a discussion on student congress--its strengths, its weaknesses, how it can and should be improved.

One possible model is that of NFL's national congresses, which are run in an imminently sensible manner, guided by the twin goals of fairness to all competitors and the encouragement of good debate. Policy debate may be more populous and glamorous; the opportunity to help forge rule revisions for Lincoln-Douglas may be more exciting; but neither event provides students with the precise body of skills and styles that congressional debate can. We must not allow student congress to fade away into obscurity, facetiousness, or decadence.

*(James Talley, a former NFL student congress national champion (Senate, 1988), is coauthor (with Gary Harmon) of In Search of the Common Good: A Holistic Approach to Student Congress.)*



*Phillip Barron, student and son of Debra Barron, coach at Mauldin (SC)HS, was elected Governor of the South Carolina YMCA Youth Government which met at the South Carolina Statehouse in 1993.*

*(Davis from Page 30)*

"So all I ask is, do what is rite for the workin girls, because sum day yer mama jess might want to be a workin girl, too!"

I sit down. Then everybody is clappin and a hollerin!

The nex thing I no, I am the out standin Stud. Cong. representative from the Wheat Fungus NFL district! And you and I- we gonna spend a week in Minnie Apolis! I never been that far west in Kansas, but I hear thut rock city is shur a purty site!

Thanks coch!

Spellin korected by spel-  
Check! ain't tecknology grate?

*(Bill Davis coaches at Blue Valley, (KS) and writes this regular Rostrum column.)*

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# CONGRESS REVISIONS

Passed 9-0 by the NFL Executive Council in Minneapolis, MN on September 28, 1996. To be instituted in the 1997 John C. Stennis National Student Congress.

## I. Preliminary Sessions

Establish 16 Chambers (vs. the current 14 Chambers) with 8 Senates and 8 Houses of Representatives. Each chamber would seat approximately 24 Congress people.

## II. Breaking to Semifinals

At the end of the preliminary session of Congress (noon on Wednesday), the top 8 students in each Chamber will advance to the semifinal session of Congress. This will advance 64 Senators and 64 Representatives (a total of 128 students).

- A. The speaking priority shall be retained in the preliminary session of Congress in an attempt to better guarantee all students an opportunity for an equal number of scored speeches.
- B. There shall be one Scorer and one Parliamentarian in each preliminary Chamber. The Scorer would change at noon on the second day of Congress. The Parliamentarian will not change and will not award speaker points but s/he will award quality Participation Points to each Congress person on a scale of 1 point (low) to 9 points (high) at the end of the preliminary session.
- C. The eight students breaking to the semifinal session of Congress from each Chamber will be established by:
  1. Congress Officials (Parliamentarians and Scorers):
    - a. Each of the two Scorers shall advance one Congress student based on the student's overall performance in the preliminary session of Congress scored by the respective Scorers. Two students maximum may be advanced by Scorers.
    - b. The Parliamentarian may advance three Congress students based on students' overall performance in the entire preliminary session.
    - c. There shall be no conferring between the Scorers and the Parliamentarian.
    - d. The above named officials will advance not less than three and not more than five to the semifinal session of Congress.
  2. Congress headquarters:
    - a. The high student NFL Point earners, determined by adding the Scorer's point totals and the Parliamentarian's participation points, shall advance to the semifinal session of Congress but the total, including those nominated (as explained in #1 above) shall not exceed a total of eight.
    - b. In the event there is not a "clean" break in points and a tie exists that would advance more than 8 students, a Chamber shall vote by individual ballot on those Congress students tied to determine which student(s) will advance.
- D. Each preliminary session shall have four Presiding Officers each serving one half day (Monday PM, Tuesday AM, Tuesday PM, and Wednesday AM.). Presiding Officers shall be scored on a scale of 6 Speaker points (low) to 25 Speaker points (high) for presiding. Each half session of Presiding shall constitute two speeches on the priority scale (see V below). The Presiding Officer in the preliminary session will receive an engraved gavel approximately 10 inches in length.
- E. The minimum hours of Congress shall be lengthened from 8:30 AM to 6:00 PM adding 3 hours to the preliminary Congress hours (see VI below).
- F. Those Congress people not advancing to the semifinal session of Congress may enter Impromptu Speaking.
- G. Those Congress students advancing will be honored as "Senator Karl E. Mundt Legislators".

## III. Semifinals

The semifinal session of Student Congress will have 8 Chambers of 16 qualifying students in each Chamber (4 Senators and 4 Houses) for a total of 128 students.

- A. The advancing outstanding Congress people will be assigned to Chamber 1, 2, 3, or 4 by a mathematical progression of the 8 students advancing from each preliminary Chamber of Congress with the following constraints:
  1. Students from the same District will not be seated in the same semifinal Congress Chamber.
  2. Presiding Officer nominees shall be distributed as equally as possible.
  3. Congress people from the same state shall be divided as equally as possible.
  4. Each preliminary chamber shall have two congress people from each semifinal Chamber of Congress.
- B. There will be three Scorers and one Parliamentarian in each Chamber. The Parliamentarian will award participation points (1 to 9) based on the overall quality of the student's participation. This system will be identical to the process used currently in the "Super Session" of Congress. Congress Officials from the preliminary sessions shall be used as Parliamentarians and/or Scorers. Sixteen additional Scorers will be used.
- C. Seating in the semifinal session will be established by a random drawing of names of the student qualifiers by the several Parliamentarians and the Congress people will be assigned to a seating chart accordingly.
- D. The Presiding Officers for each Chamber shall be elected from the high NFL point Presiding Officers in the preliminary sessions wishing to run for Presiding Officer (not to exceed four nominees) that advance to semifinals. An "auditioning period" process (as used in NFL District Congresses) will be used before voting for Presiding Officer. The candidates names shall be drawn blindly from an envelope to determine the order of auditioning. In the event there is no student in a Chamber wishing and/or eligible to preside, an adult Congress Official will be assigned as Presiding Officer. The student Presiding Officers will receive an engraved "Judge's Gavel" approximately 12 to 14 inches in length. (See V-2 below regarding the breaking of ties.)
- E. The agenda for the semifinal session will be taken from legislation used in previous National Congresses.
- F. There will be no guaranteed authorship speeches in the semifinal session of Congress.
- G. Those Congress people not advancing to the Super Session will be presented the Junior Jefferson Cup.
- H. Those students not advancing to the Final Super Session will not be allowed to enter Impromptu Speaking.
- I. Those Congress people advancing to Congress Finals shall be honored as "Senator John C. Stennis Legislators".

## IV. Final Session

At the end of the semifinal session of Congress the top 6 Superior Congress people in each Chamber will advance to the final session ("Super Congress") using the base system to determine points and qualifying as currently done.

- A. At the end of the "Super Session" the top 9 Congress people in each Chamber will be placed on a preferential ballot and voted on accordingly by the student members of the Super Session for the selection of the National Champions. These eighteen (9 Senators and 9 Representatives) will be recognized on stage at the Awards Assembly.
- B. The 15 Congress people in each Chamber not advancing to the final ballot will receive the NFL Washington Camp Cup.
- C. The agenda for the Super Session will be selected from previous National Congresses (see VII below).

## V. Presiding Officers

A. Each segment of the preliminary session of Congress shall have 4 Presiding Officers. Only students serving as Presiding Officers in the preliminary sessions shall have the opportunity to advance to semifinals as Presiding Officers and only those serving as Presiding Officers in the semifinals shall have the opportunity to serve in the Super Session of Congress.

1. A student may decline nomination at any time but once nomination is declined the student shall not be eligible for future nomination for Presiding Officer.
2. Only the top point students, 4 maximum, based on NFL Points awarded in the previous session in which they presided, will advance in nomination for the next level of Congress presiding. The selection of the four nominees shall be done using a priority system as follows:
  - a. Presiding Officer points awarded from the previous session in which a nominee presided.
  - b. Total points (Presiding and speaking) assigned by the Scorer(s) awarded to the nominee.
  - c. Participation Points assigned by the several Parliamentarians.

B. Presiding Officer candidates in the semifinal and final session of Congress shall audition as currently done in the District Congresses.

1. In the semifinal session of Congress, nominees will audition for approximately 30 minutes.
  - a. This auditioning period shall not be scored as a speech and shall not count against the student in the speaker priority order.
  - b. The names of the nominees shall be drawn randomly to determine the auditioning order.
  - c. The Presiding Officers in the semifinal session will be presented a "Judge's Gavel".
  - d. There shall be two students elected as Presiding Officer in the semifinals and each shall serve approximately half of the semifinal session.
  - e. Each Presiding Officer in the semifinals will be credited with two speeches on the speaker's priority chart and the base.
2. In the final "Super Session", each Presiding Officer nominee shall audition for approximately 60 minutes.
  - a. This auditioning period shall be scored as one speech and shall count as one speech in the priority order and on the base.
  - b. The names of the nominees shall be drawn randomly to determine the auditioning order.
  - c. The Presiding Officer in the Super Session shall be scored on a base of 6 speeches maximum.
3. In the event there are no student nominees, an adult Parliamentarian from a previous session of Congress shall be assigned to serve as the Presiding Officer as currently done in the Congress Finals.
4. To avoid students advancing based strictly on Presiding, the following adjusted NFL point scale will be adopted replacing the current point system of one hour of Presiding being scored as one speech:

### NFL Speaker Credit Points for Presiding Officers

	Prelims & Semis	Super Session
Superior	25-22	50-44
Outstanding	21-18	43-36
Excellent	17-14	35-28
Average	13-10	27-20
Below Average	9-6	19-12

5. The student advancing to the position of Presiding Officer of the Super Session in the House and in the Senate will be recognized in the Award Assembly and shall be presented a two foot "presentation" gavel engraved accordingly, "Superior Presiding Officer."

## VI. Projected Hours of Congress Competition

Monday	8:30 am - 12:00 pm: Opening Assembly & Committee Meeting
	1:30 pm - 6:00 pm: Preliminary Session, Segment A
Tuesday	8:30 am - 12:00 pm: Preliminary Session, Segment B
	1:30 pm - 6:00 pm: Preliminary Session, Segment C
Wednesday	8:30 am - 12:00 pm: Preliminary Session, Segment D
	2:00 pm Announce Congress Semi-finalists
	2:30 pm - 8:30 pm: Semifinals, Segment A
Thursday	8:30 am - 12:00 pm: Semifinals, Segment B
	2:00 pm Announce Congress Finalists
	2:30 pm - 7:00 pm: Super Session, Segment A
Friday	8:30 am - 1:00 pm: Super Session, Segment B
	1:00 pm Congressional Luncheon
	3:00 pm Voting for Awards
	8:00 pm Awards

Projected total hours of on-floor debate for Student Congress:

	New Proposed Schedule	Current Schedule
Preliminary Sessions	16.0 hours	19.5 hours
Semi-final Session	8.5 hours	.0 hours
Super Session	<u>8.0 hours</u>	<u>8.0 hours</u>
Total Hours of Congress	32.5 hours	27.5 hours

## VII. Legislative Calendar and Committees

A. In the preliminary sessions, each Congress Chamber shall be divided into four Standing Committees and each Committee shall have an equal number (or as nearly as possible an equal number) of legislative items assigned to them.

1. The current names of Committees (Public Welfare, Foreign Affairs, Economic Policy and Constitutional Issues) will be abolished.
2. The students will divide and assign their District Resolutions and/or Bills to the four Committees. It will be stated that legislation should be divided by subject matter as much as possible and each Committee may choose an appropriate name for their respective Committee. Students will serve on the Committee to which their District's legislation was assigned.
3. The Committee process of ranking legislation and establishing the agenda will remain the same as the present system.
4. The Committee process and the establishing of the preliminary agenda will be conducted on Monday morning as currently done.

B. The legislation and the agenda for the semifinal session and the final session of Congress shall be accomplished using the present system for the Super Session.

1. The Clerk of Congress shall chose 14 pieces of legislation debated in previous National Congresses.
2. The Parliamentarians (Congress Officials) serving in the current National Congress shall rank these 14 pieces on a preferential ballot.
3. Legislation voted 1 through 6 shall be the agenda for the Super Session of Congress and legislation voted 7 through 12 shall be the agenda for the semifinal session of Congress. Legislation items voted 13th and 14th shall be reserved for either semifinals or finals if needed.
4. If more legislation is needed in either session, a committee of the Chamber shall, with consensus, pull legislation from the preliminary session.
5. The agenda for semifinals and final session of Congress shall be announced before the Tuesday noon recess.

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# A LOOK AT STUDENT CONGRESS

By Harold Carl Keller

## Introduction

Student Congress has come a long way since its beginning in 1938. The first National Congress was held in Wooster, Ohio. According to a review written in the *Rostrum*, the "Congress at Wooster was highly praised by everyone observing it's brilliant performance." The review continued to express the sentiment that "... Congress was the highest form of speech activity, the most vital, interesting and practical." The article concluded that "... this will be confirmed by those fortunate enough to take part in the Congress, or even to sit in its galleries and see the American statesmen of tomorrow grapple in a real way with problems of today."

In the early days of Student Congress, a school was entitled to elect a Congressman providing that Chapter had 50 members and degrees. A Chapter could apply for a seat but the National Council only accepted the first 50 applications. There was a maximum limit of 500 NFL Chapters at that time and many Chapters had to struggle to earn 50 members and degrees.

Each District was allowed to send two senators. Students had to be elected by other schools in their District and there were some very active campaigns that took place.

I remember a conversation with Mr. Bruno E. Jacob and he spoke with real joy and pleasure as he recalled the early days of Student Congress. Mr. Jacob reflected about then Vice President of NFL, Mr. T.C. Bond of Niles, Ohio, "Mr. Bond did a most splendid piece of work in presiding over the Senate. Genial, dignified, calm, but precise in his manner, he conducted the sessions as a model of parliamentary procedure."

Credit points for a Congressperson were given for participation at the rate of one point for each session attended (usually two a day) and one point for each speech made on the floor. A Congressperson was well recognized if they earned 20 or 25 Credit Points in the early National Student Congresses. Today it is not uncommon for a Congressperson to earn over 100 NFL Credit Points in a national student congress.

In 1944, the National Student Con-

gress was suspended in compliance with a ban on student conventions and was not restored until 1951. In 1973 the National Tournament was held at The University of Pittsburgh. There were two Chambers, and the Congress was a disaster. Coaches complained and the National Council took under advisement the thought of cancelling congress as a national event. Mr. Albert Odom urged that such action not be taken and he worked diligently to keep the national event. In 1975 the National Student Congress held at Ben Davis High School in Indianapolis, Indiana saw three chambers. Still congress struggled and was viewed as a "consolation event" for those students not good enough to qualify in a "real event." When Mr. Odom invited me to serve as a Parliamentarian in the 1976 national congress held at the United States Air Force Academy, I jumped at the chance. In 1977 I assumed a very active role in the National Congress and in 1978 the NFL Secretary appointed me as the National Clerk of Congress, a position I have been asked to assume since with the exception of one year when I served as Congress advisor. Now Congress is an event that is viewed with dignity and appreciation, an event that has grown to over 230 qualifiers seated in 12 chambers (six Senates and six Houses of Representatives). The National Congress now recognizes a National Congress Champion in both the Senate and the House. The National Congress now is viewed by most as an equal competitive challenge, similar to the challenge found in other qualifying events and double qualifying national contestants often choose to attend in congress instead of another event.

Yes, Student Congress has come a long way since those early days, and it is hoped that this simulated legislative activity will continue to be the forum for "the American statesmen of tomorrow" as they "grapple in a real way with the problems of today."

## There Are Differences Between Organizations

But there are still those in the forensic community who do not read

the NFL Congress Manual. And there are some who do not accept the need of uniformity in NFL Congresses and therefore they teach their own modified style of parliamentary procedure and student congress rules. They need to remember the following, taken from the Introduction of *Robert's Rules of Order*, newly revised.

*The kind of gathering in which parliamentary law is applicable is known as a deliberative assembly. This expression was used by Edmund Burke to describe the English Parliament ...*

*Acting under the general parliamentary law, any deliberative assembly can formally adopt written rules of procedure which can confirm, add to, or deviate from parliamentary law itself. As indicated above, the term rules of order, in its proper sense, refers to any written parliamentary rules so adopted, whether they are contained in a manual or have been specially composed by the adopting body. The term parliamentary procedure, although frequently used synonymously with parliamentary law, refers to the parliamentary law as it is followed in any given assembly or organization, together with whatever rules of order the body may have adopted.*

It is important that teacher and student alike understand and appreciate the disparities found between Robert's Rules of Order and NFL congress rules. There are several glaring differences, such as the one-third seconding required for an amendment or an amendment to an amendment. This is one-third of the entire assembly, not just of those voting. This rule was adopted by the NFL many years ago in an attempt to prevent "game playing" with amendments as only two people would be needed to introduce a proposed change. Another example, although not clearly stated, is the issue of closing debate in a student congress. Robert's states that the presiding officer calls for ayes, nays, and abstentions on the previous question motion, but in NFL the vote to close debate is 2/3 of the entire assembly present, not of those voting. In other words, if there were 24 students seated in an assembly, it would take 16 students to close debate. A "nay" vote is not to be taken. There is an on going confusion in NFL as to the voting and the issue of (a) a vote of the entire chamber according to roll, (b) a vote of those voting, and (c) a vote of those present. Nearly always it is a vote of

those present. Another key conflict arises about the vote to abstain. Robert's uses the word "present" to indicate that a person is neither in favor nor against some motion. It is the firm conviction of NFL that a "present" or "abstaining" vote should never be counted as a "nay" vote. Consequently, a motion could pass with a vote of two in favor, one against, and 21 abstaining (or present) votes. While all of this is confusing to the student and coach alike, it is imperative that all remember, whether it be NFL or the local school board or the city council, that the organization rules and procedures may be unique to that organization. It is always interesting to note that the U.S. House of Representatives and the U.S. Senate have differing "Rules of Order." There is discussion and merit in the idea that NFL should align itself with *Robert's* to the best of its ability. Perhaps this is an issue that coaches should address. But for now, one must learn to appreciate the differences between organizations and acknowledge that, of the over 37 different books on Parliamentary Procedure, Robert's Rules of Order is only one. All books admonish the reader to note that each organization is entitled to have rules unique and special to that organization. Many NFL students have recognized this as they participate in student congresses, the Model U.N. program, the State Model Legislative program, the American Legion's Boys and/or Girls State program, and the other forums that have adopted their own special system of rules and procedures that enable them to operate most efficiently to fulfill their objectives. I suggest that the first goal of understanding any activity or game is to understand the rules of the activity or game to the best of one's ability. Yes, we can learn by doing, but there comes that time when the really dedicated and motivated coach and contestant will study the rules and note the unique differences between the different organizations.

### Good People Speaking Well

It is easier to write advice than to have one's own students follow that advice. I am comforted by the many coaches who have shared the frustration of teaching one thing and having something else practiced in the contest arena. All too often one is con-

fused by the attitude of the officials dictating their own rules for the event. For instance, if in their first student congress a student has a Presiding Officer who calls for "motions" at the end of every speech, the novice assumes that this is correct procedure. If a student attends their first student congress and the Presiding Officer and/or the "officials" are "laid back," feet on the table and poorly dressed, it is assumed that this is the appropriate manner in which to dress and/or behave. How tragic!

Aristotle tells us that we should "BE GOOD PEOPLE SPEAKING WELL." How seldom the individual takes time to reflect on this advice. It is a difficult challenge trying to be a "good person speaking well."

Let me suggest the following concepts. In student congress, as in any internal decision making process, one should/ought to remember that there are two fundamental goals and two fundamental processes. The goals are:

1. Seek the truth
2. Seek the best common good

Since truth more often than not has been what most people believe to be true, one is left seeking the best common good. Certainly this sounds like Lincoln-Douglas Debate (utilitarianism) but that is the way the majority reach their decisions. They think in terms of the best common good, even if the real legislators think first of their constituents.

The two fundamental processes are:

1. Enlightenment — to educate and to inform one another of a situation or a problem that is present or might become present.
2. Problem solving — John Dewey's process that we all use in everyday life:

A. Recognize a problem (Is there a harm, a need, a disadvantage, an advantage to be gained?)

B. Analyze that problem (Research, investigate, discuss, locate a need/harm, find why change is practical and desirable)

C. Offer possible solutions (Brainstorm, don't limit possible solution)

D. Test those solutions (Look at cost and benefits of each possible solution, study the practicality and desirability of each solution, check the workability of each)

E. Pick the best solution!

F. Figure out how to implement your solution.

I stress the approach of both enlightenment and problem solving. **Perhaps the enlightenment process is the backbone of a resolution and the problem solving is the backbone of a bill or act.** Regardless, a student congressperson should take their task no differently than an honest-to-goodness congressperson who expresses sentiment (resolution) or votes to make laws (bills and acts) that will impact the common good, either in thought or in action. How important it becomes then to be a "good person speaking well." How important it becomes in accepting the thought that even a student congressperson speaks and votes for his/her constituents. How important it becomes that the student congressperson perceives themselves as being a "shaper of thought and conduct" in the marketplace of decision making. How very challenging it becomes trying to be a "good person speaking well."

If we can appreciate the school of rhetoric that places questions of decision making into the three camps of fact, value and policy, and if we can accept Aristotle's classification of appeal and evidence as logos (logical), ethos (ethical), and pathos (emotional), we are on the right path for reaching that best common good, and for becoming "Good people speaking well."

### Locating Ideas For Legislative Debate

Nearly every speech coach in the nation teaches Maslow's "ladder of needs" which leads to self actualization. Carl Brigrance suggests that all people share the following basic needs in common and the goal of problem-solving is to minimize the threat to these basic needs. Perhaps recognizing and being sensitive to these threats constitute a fine opportunity for legislation. Brigrance offers the following needs:

1. Survival — not just survival of one's own being, but the survival of property, of friends, of natural resources, of dreams and ideals, of natural rights, and of all the other things that might be threatened if one doesn't get involved.

2. Security — when people (young, middle age, old) are forced into insecurity: Unemployment, guns in schools, fear of being mugged, fear of

inadequate health care protection, fear of nuclear war — the list goes on. What might a good person do to help guarantee security?

3. Comfort — sure it's relative, but what does a person need to be comfortable, and what gets in the way? Are the homeless comfortable? Are the people who face utility cut-offs comfortable?

4. Recognition — the right to be recognized as a worthwhile person. What hinders or blocks this right? What barriers should be torn down that prevent a person from being recognized for their full potential? What threatens recognition of your full abilities?

5. Self esteem — or the ability to feel good about yourself. Brigrance states that self esteem is the basic need to love others. What builds the barriers that prevent a person from caring and loving their fellowpeople, and can anything be done the existence of these barriers?

6. Self respect — or the need to be loved by others. Can we legislate something that would/could make people more lovable? What causes people to lose self-respect? How does depression and suicide express this basic need? What keeps us from reaching out to others, either as an individual or as a society? Could it be the lack of self respect that cause a person to smoke, drink, to do drugs, to self destruct?

7. Adventure — the need to try something new, the need to see and feel and to touch and explore the unknown. Is this the motivating factor of outer-space exploration, or of trying drugs and sex and paying the consequences? Is this the reason for educational dropouts, when education becomes something less than an adventure?

8. Satisfying one's curiosity — perhaps reaching out to find the answer to the eternal questions of life, death, God, love, and the like, but perhaps it's also the challenge to make allowances for others to find the unknown, to find solutions that won't work and to find solutions that will.

9. Reverence for "things" higher than one's self — Brigrance addresses three specific areas here.

A. Reverence for a deity — God or gods or a no god. Is this the basis for prayer in school? For abortion issues? For capital punishment? For those issues in

argument in which, as Plato suggests, we need to be pious and pleasing to the gods?

B. Reverence for tradition — "Till death do we part?" Is this a tradition we revere? Is there a correlation between school spirit and dropout rates? Can we do something to help our fellow person?

C. Reverence for heroes and hero worship — Should Nixon have resigned? Should Pete Rose be eligible for the Hall of Fame? What barriers exist between the potential hero and the recognition that person deserves?

The opportunity for thinking of problem areas is unlimited. A typical daily newspaper can offer dozens of ideas and need conflict issues. The point is that there are a lot of things that could be better in this world, and it takes a good person who will speak well to actuate others into action. Today is the day to practice being the policy maker of tomorrow.

Another approach to ideas for legislation is to go down the list of Presidential Cabinet positions and locate problems that each Cabinet member is expected to address and offer solutions to.

While I doubt if we will ever "find the truth," we can always be working towards seeking a "better common good."

## Writing Bills And Resolutions

Many years ago I told David Mezarra (California) that I used the initials of his high school (St. Ignatius High School — S.T.I.H.S.) as a tool for teaching the key judging/voting issues to my novice policy debaters. Whether one uses the initials forward or backward, they are excellent guidelines for recognizing the key ingredients in a Student Congress bill that advocates a policy change. Simply stated, the letters represent the following;

**S = SIGNIFICANCE** — If one of the goals in preparing student legislation is to promote debate, the problem area needs to focus on a significant area of concern.

**T = TIMELY** — I contend that the majority of students are aware of current problems and they have ideas on these problems that are worth hearing, but if one writes a bill on some topic that is obscure and not current, the debate seems to die.

**I = INHERENCY** — Ask if the barriers to solving a problem are structural or attitudinal in nature. If an area is a real problem, why hasn't something been done about it before now? Why should your solution be accepted?

**H = HARMS** — Who is being hurt? What are the advantages of your solution (plan) over the present manner of dealing with the problem? Somewhere in this area one must consider the cost-benefit ratio. Will the benefits of your legislation justify the cost of enacting your legislation?

**S = SOLVENCY** — Better known as "workability." Will your solution work? Has one considered enforcement, financing, administration, people necessary to make the solution work? And once more, has one considered the cost-benefit ratio?

One needs to remember that a Bill, if enacted, becomes law and it impacts all people that fall under the jurisdiction of that law. A resolution, on the other hand, if passed, only represents the feeling and sentiment of that body that passed the resolution and it has no impact other than expressing their sentiment. However, the idea of S.T.I.H.S. still applies. For instance; often a resolution is debated to discover (1) if a group has a consensus of feeling about a person or idea or (2) to let someone know that a group is considering the possibility of some action or (3) to express sentiment but that a group really doesn't wish to take any particular action. A group may offer a resolution to recognize the work of someone or to recognize the value placed on something, and to the other extreme, a group might debate the idea of withdrawal (i.e. the United Nations). Consequently, one should remember the following guidelines:

1. A Bill, if enacted, becomes law. If the intent of the proposal should be enactment, it should be written as a bill. A Bill is not, and should not, be prefaced with any justification or "whereas" clauses.

2. A Resolution, if passed, only reflects sentiment and no action is mandated. A resolution offers "Whereas" clauses that briefly state "factual and true reasons" for that sentiment.

The two should not be confused and interchanged.

I use the 5 "W's" and the "H" of analysis — who, what, where, when,



why, and how — to help the student write legislation. I stress that a Bill covers all but the “WHY” and that is presented in the authorship speech. I stress that a Resolution covers all but the “HOW” since there is no reason for offer solvency on “How” the sentiment will be solved.

**BILL** = Who, What, Where, When, How

**RESOLUTION** = Why (whereas clauses), Who, What, Where, When

The first key to “good” student congress legislation is to find something that is debatable. I believe S.T.I.H.S. can provide that key. The second key to “good” student congress legislation is to “write what one means and to mean what one writes.” Once material is submitted to an assembly, it becomes the property of that assembly and no longer belongs to the author per-se. The writer’s intent means little to those that are asked to enforce a law. I remember reading about a state legislative body that mandated all motorcycle riders to wear helmets when operating a motorcycle. The riders complied with the law and wore helmets on their knees, elbows, and one clever rider even had a cycle seat fashioned as a helmet. When taken to court, the courts ruled in the cyclist’s favor. Even though a reasonable person knows the intent of wearing motorcycle helmets, the law or Bill did not state where the helmet was to be worn. In other words, that Bill did not “write what it meant.”

It really isn’t difficult writing Bills and Resolutions once a person has an idea that represents a problem or a conflict. If a person uses the Problem-Solving process and writes what they mean and mean what they write, and if they focus on S.T.I.H.S., and the five “W’s” and the “H” of analysis, one should be capable of writing many Bills (laws if enacted) and/or Resolutions (expressing the sentiment of the group). The most challenging part of writing Congress material is the getting of everything on one page, type written, double spaced. In real-world Congress, they don’t write pages, they write pounds. Remember the national budget being cut by seven pounds of paper?

### Preparing Congress Speeches

One must remember that most Student Congresses allow for a three minute speech and allow for an additional two minutes of cross-

examination on the first speech (or authorship speech) advocating a Bill or Resolution.

Remember that EVIDENCE will give credibility to one’s logic. The three basic tests of evidence are (1) the source, (2) the quality, and (3) the quantity. Evidence can include, but not be limited to:

Facts and statistics

Testimony and quotations

Narratives, illustrations, examples

Comparisons, analogies, contrasts  
Definitions, explanations, descriptions

Anecdotes, jokes used in “good taste,” impersonations

Headlines, rhetorical questions

Evidence can be anything that will add credibility to what one is saying.

Perhaps the outline on page 23 for Student Congress Speeches will be of help to the student congressperson.

### Conclusion

There will be another offering to the Rostrum in the future dealing with the role and duties of the Participant and the Presiding Officer in a Student Congress. But as suggested before, the primary goal is to “strive to be good people speaking well.”

Every year at the National Tournament the Oath of Office is administered to the participants in the National NFL Student Congress. What beautiful and inspiring words.

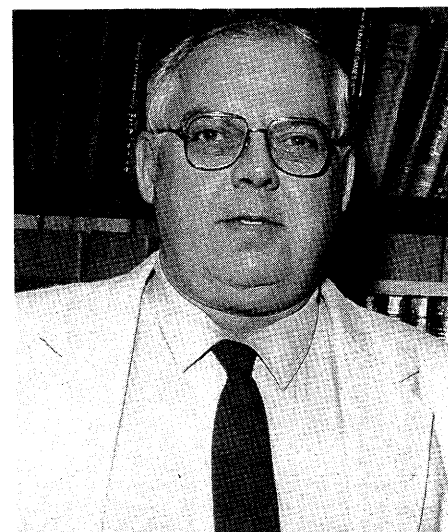
*I do solemnly (or affirm) swear that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter, so help me God.*

How great it would be if we could learn and follow this Oath as we teach and practice congress and forensic activities. How great it would be if all would work at being “good people” and seek that best common good for society and one’s fellowperson. How great it would be if Student Congress could be viewed as one of “the most vital, interesting and practical” tools of speech education by all forensic educators.

Leo Buscaglia once said, “We never become. We are always becoming.” Let all of us hope that this is the motto of all NFL activities and especially Student Congress.



## MR. CONGRESS



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*No person has done more to promote and improve NFL Student Congress as an event than Harold Carl Keller of Iowa.*

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# *Introducing the Summer 1997 Michigan Institutes...*

## **Michigan National Debate Institute** June 22 to July 12, 1997

The MNDI is a three-week summer workshop with programs designed for high school debaters of every experience level from top varsity to novice. Our proven curriculum is based upon four main elements: detailed **topic analysis**; instruction on **speaking skills**, including speaking drills, extensive style and persuasion coaching, and Intensive Speaking Clinics; hands-on and detailed instruction relating to **argument construction** and the production of high-quality blocks; and a solid foundation of basic and advanced **debate theory analysis**.

MNDI students also have the option of staying for the **MNDI Extension Week**, a week-long program immediately following the MNDI in which debaters conduct extensive speaking and debating drills in a student to faculty ratio of 4 to 1, the lowest ratio students are likely to find at a debate workshop.

## **The Michigan Classic** July 12 to August 9, 1997

The Michigan *Classic* is a four-week workshop which offers an intensive and innovative curriculum format which is implemented through a wide variety of **presentations and small discussion classes**. The instructional focus is the lab groups, made up of two instructors and 16 students, in which argument generation and debating preparation and practice take place. There are 3 Divisions at the *Classic*, one each for rising **Seniors, Juniors, and Sophomores**. 80 students are selected to participate in the Senior Division, 64 students are selected for the Junior Division, and 32 students are selected for the Sophomore Division.

*Classic* students have the option of attending the **Classic Head Start Program**. The Head Start Program runs from July 6 to July 12, the week preceding the *Classic*. Students devote their attention for the entire week to developing, researching, and writing an affirmative case.

## **The Lincoln Douglas Institute** July 13 to July 26, 1997

This two-week institute is designed to instruct students of every experience level in the technique and theory of Lincoln-Douglas debating. The Michigan Lincoln-Douglas Institute curriculum stresses three main components: a **comprehensive lecture series**, which covers theoretical analysis, specific analysis of the 1997-1998 NFL Lincoln-Douglas topic areas, major modern political philosophy, and judge adaptation; a **lab group** which analyzes and researches topic-specific arguments and political philosophies and applies lecture content to specific debate arguments; and the development of an effective **speaking style** through an intensive series of practice debates and speaking drills. Students work with faculty members in a ratio of 8 to 1.

## **The Institute in Residence** July 13 to August 9, 1997

The Institute in Residence at the University of Michigan (IRUM) offers an innovative approach to summer debate workshops. In addition to the instructional, library and computing resources which are available to all Michigan Debate Institute participants, the IRUM has several attractive and unique features: superior direction by **Dallas Perkins**, Debate Coach at Harvard University; **dialogue-based teaching methods**; emphasis on **electronic research and processing**; student to faculty ratio of 5 to 1; enrollment limited to **36 seniors**; and an in-residence teaching staff.

*Coaches, we have something for you, too...*

## **The Seminar for High School Coaches**

Seminar I: June 22 to June 28

Seminar II: July 13 to July 19

The Seminar for High School Coaches is sponsored and directed by the faculty of the Michigan Debate Institutes. The primary goal of the Seminar is to help high school policy debate coaches prepare to teach the new policy topic. In past four summers over 60 coaches from more than 20 states have attended the Seminar for High School Coaches.

The curriculum is designed so that coaches of all backgrounds, ranging from pure beginners to long-time directors, can benefit. Ultimately much of the specific curriculum and class schedule is selected by the participating coaches themselves. The major elements include: **lectures by members of the Michigan Institute faculty**, offering a comprehensive introduction to the national policy topic and research strategies and techniques; **daily observation of lab meetings**; presentations of core arguments by faculty members in a team-teaching format; **daily discussions for Seminar participants**; and observation of **practice debate and rebuttal rework sessions**. Seminar participants also have full access to the U of M Library System.

*We are also pleased to announce...*

### **The Barton Scholars Extended Service Program**

This program is for debate coaches who are interested in studying at the Michigan Debate Institutes for more than one week. The Barton Scholars Program allows its participants to earn a small stipend and a partial reduction or complete reduction of the Seminar tuition.

*So you're interested...what's next?*

You need our brochure. In it you will find additional information about our faculty, curriculum and other resources. Most importantly, you'll find an application form. You can write, e-mail, or access the information and application form on-line at our web-site.

**Michigan Debate Institutes**

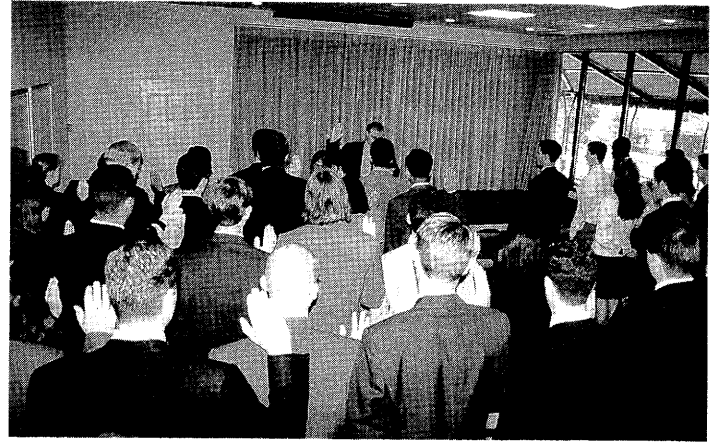
The University of Michigan  
530 South State Street Box #382  
Ann Arbor, MI 48109-1349

email: [debate.institute@umich.edu](mailto:debate.institute@umich.edu)  
world wide web: <http://www.umich.edu/~debate>

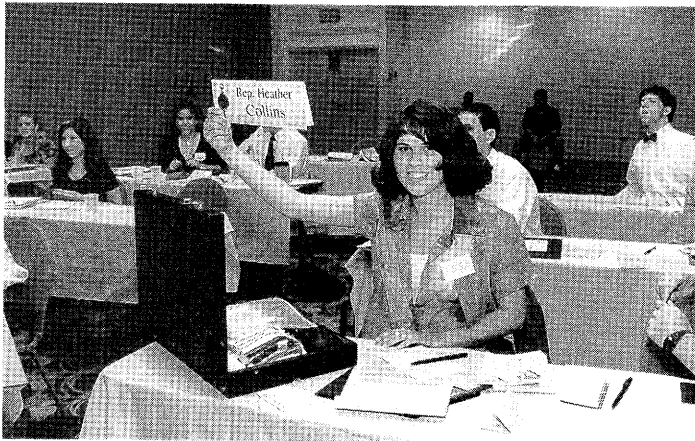
# JOHN C. STENNIS NATIONAL STUDENT CONGRESS



*Sponsor Rex Buffington*



*Swearing in Ceremony*



*Representative Heather demands the floor*



*The Chamber listens intently*



*A speaker is judged by a Champion Coach*



*Clerk Keller and Sponsor Buffington*



# Table of Most Frequently Used Parliamentary Motions

Adapted for use in NFL Student Congresses

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

T — Time

# A PARLIAMENTARY SOURCEBOOK FOR STUDENT CONGRESS DELEGATES

by James M. Copeland

Knowledge of Parliamentary Procedure is a *sine qua non* for district and national Congress contenders and beginning legislators alike. Such knowledge allows a delegate to:

- \* Maximize opportunities to demonstrate congressional skills.
- \* Accept positions of leadership on and off the floor.
- \* Effectively preside over chambers.
- \* Earn outstanding congressperson nominations.

Unfortunately the study of Parliamentary Procedure, usually done by rote memorization, is deadly dull and usually avoided, except for a few cursory glances at a parliamentary table of motions. (See the page facing this article.)

This article will demonstrate the "hands on" creation of a parliamentary procedure sourcebook. The construction of such a reference will:

- \* Create a user friendly reference for use in congressional chambers.
- \* Teach the precedence of motions.
- \* Provide useful knowledge about the motions.
- \* Serve as a handy guide for presiding officers or adult parliamentarians.
- \* Teach the fundamental principles of Parliamentary Procedure.

## Construction and Labeling

Three implements are needed to construct the notebook: A "steno" notebook (6" X 9", with spiral wire top), a pair of scissors, a pen.

First, count 24 pages and on the bottom line of page 24 write "Main Motion" in large capital letters. Turn one page back, page 23, and on the second line from the bottom write "Postpone Indefinitely". Cut off the bottom line. On the next previous page, page 22, count 3 lines from the bottom and write "Amend" on that line. Cut off the bottom two lines. You will see the start of a ladder - the full page "main motion" is preceded by a page one line shorter "Postpone Indefinitely", and that page is preceded by a page two lines shorter "Amend". Continue cutting each previous page one line shorter than the one behind it and labeling the last line of each page with a motion name following the Parliamentary Chart (on the page facing this article). When you are finished cutting you will have 24 pages each one line shorter than the page behind which creates a list, in ladder format, of all the motions in order of precedence.

etc.
REFER TO COMMITTEE
AMEND THE AMENDMENT
AMEND
POSTPONE INDEFINITELY
MAIN MOTION

## Information About Motions

Now it is time to add to each page the key information about each motion that you will need as a Congressperson or presiding officer. Each page should contain: Purpose of the motion, category of the motion, whether one delegate can interrupt the speech of another to make the motion, whether the motion requires a second, whether it may be amended, whether it may be debated, and what vote or decision is required to enact it.

For example, the main motion page beginning about 5 lines from the bottom may look like this:

Purpose: To introduce new business.	
Category: Main	Interrupt: No
Second: Yes	Amend: Yes
Debate: Yes	Vote: Majority
Main Motion	

Remember that motions are in categories or "families" and each group has a general purpose. All main motions are substantive. That is, whether a bill or a resolution, the main motion presents substance -- an idea, a plan of action, a change in public policy, an opinion of the chamber about an idea, person, event, thing.

All other motions are procedural. That is, they provide alternative ways to handle the main motion or run the meeting. Some procedural motions are called subsidiary. Subsidiary motions provide ways to change or dispose of the main motion. The Amendment (and its Amendment) change the content of the main motion. Other subsidiary motions like the two to "Postpone" ("Indefinitely" and "to a Certain Time"), "Refer to Committee", and "Lay on the Table" attempt to remove the motion from the floor. "Reconsider", "Rescind", and "Take from the Table" wish to consider a previous motion. "Previous Question" (vote immediately) and "Limit or Extend Debate" govern floor discussion.

Incidental motions are procedural motions which protect the rights and privileges of members. Some are quite dramatic like "Object to Consideration" where subject matter is so repulsive that the body does not wish to even formally consider it; and "Point of Order" and "Appeal..." where a member challenges that the chair made a parliamentary error; or "Suspend the Rules"! Other incidental motions are tame. "Divide a Motion", "Withdraw or Modify a Motion", and "Call for a Roll Call Vote" are usually formalities.

Still other procedural motions, Privileged, are so important to the running of the assembly they have top priority: "Recess", "Adjourn", "Fix Time for Reassembling" are almost always in order. "A Question of Privilege" is usually personal. "Call for the Orders of the Day" demands a return to the agenda.

## Examples of Motions

Several misunderstood motions will be handled with ease with a parliamentary notebook:

Purpose: To end debate and vote immediately.	
Category: Subsidiary	Interrupt: No
Second: Yes	Amend: No
Debate: No	Vote: 2/3
Previous Question	

"Previous Question", a motion to end debate, requires a second and a 2/3 vote. Why? Because it curtails members' right to debate. And it certainly makes no sense to debate a motion to end debate.

Purpose: To suppress action.	
Category: Subsidiary	Interrupt: No
Second: Yes	Amend: No
Debate: Yes and on motion	Vote: Majority
Postpone Indefinitely	

This motion is a stalking horse used by the opposition to the main motion. If it passes those opposed have rid themselves of the Main, if it does not then they need to seek more votes. By using "Postpone Indefinitely" as a test, they don't risk losing on the Main bill or resolution. "Postpone Indefinitely" is nothing like "Postpone to a Time Certain" which insures the return to the floor of a Bill or Resolution.

Purpose: To correct Parliamentary error.	
Category: Incidental	Interrupt: Yes
Second: No	Amend: No
Debate: No	Decision: Chair
Point of Order	

Purpose: To reverse the chair's decision.	
Category: Incidental	Interrupt: Yes
Second: Yes	Amend: No
Debate: No	Vote: Majority
Appeal a Decision of the Chair	

These two often abused motions allow a member to correct an ignorant P.O and control an arrogant one.

### Conclusion

With a steno notebook, a scissors and a pen, you have created a most useful reference for congress sessions. Moreover, by filling in the pages in order of precedence you now know the order of motions. By adding to each page each motion's purpose and its key requirements, you understand what is required and why.

With the book and the thought used in its construction, memorization is unnecessary. You have a basic conceptual background and a handy guide to look up technicalities. You are prepared for Congress!

*(Mr. Copeland was one of 13 \$8,000 Scholarship winners at the Alexander Hamilton Bi Centennial Constitutional Convention held in the summer of 1957 in Independence Hall, Philadelphia. He also was elected Secretary General at the 1957 Hillside College MUNA. His student was President of the 1966 NFL Senate. Mr. Copeland is a Certified Parliamentarian.)*

*(Luong from Page 7)*

Future Business Leaders of America, Future Farmers of America, The Junior Statesmen of America, Model United Nations, and YMCA Youth Legislature, to name a few, which all offer comprehensive training and practice in legislative and congressional debating events.

The new National Congress format proposed by Harold C. Keller, Clerk of the NFL Congress, and adopted by the NFL Executive Council appears on pages 14 and 15 in this issue of the *Ros-trum*. Mr. Keller's dedication to the activity is clearly evident and his improvements represent another significant step in advancing the development of Student Congress as a leadership training event. This widens the difference between local and national competition, however, and it is the hope of the authors that the suggestions in this essay might promote additional refinements at the local and state levels to keep pace with the advancements in the John C. Stennis National Student Congress.

The National Forensic League, in its mission to "Train Youth for Leadership," should take the initiative by serving as the lead developer and clearinghouse for Student Congress training materials as well as provide leadership to promote some degree of uniformity in Student Congress across the nation. Unlike single-focus organizations, the National Forensic League has so much to offer student leaders—they can enjoy a superior experience in congressional debate while at the same time benefit from participating in all the other NFL events.

The authors consider a nationwide commitment to Student Congress as the essential cornerstone to any strategy which will keep the National Forensic League as the leader among many outstanding educational organizations.

### About the authors:

Minh A. Luong is a former high school and university forensics coach who served as Chairperson of the Department of Speech and Communication Studies at Pinewood College Preparatory School (CA), Director of Debate at San Francisco State University, and Director of Forensics at the University of California at Berkeley. Mr. Luong serves as Professor of Political Communication and was an academic director in charge of the Congressional Workshop Program in the Junior Statesmen Foundation of America's JSA Summer Schools.

Mary Menzik Moulton is Director of Forensics at Uintah High School in Vernal, Utah. She also served as Regional Instructor for the YMCA Youth Legislature and was responsible for training regional teams in Parliamentary Procedure and bill writing for the state event. She also served as Chief Parliamentarian in the State YMCA Youth Legislature. Ms. Moulton served as a legislative intern and speech writer/researcher in the Idaho State Legislature for the chairman of the Health, Education and Welfare Committee.

# MOST COMMONLY MISUNDERSTOOD POINTS OF PARLIAMENTARY PROCEDURE

by Tammie Peters

Considering that our students learn to use parliamentary procedure for Youth in Government, Boys State, Girls State, Mock Trial, model U.N., Student Council, as well as NFL Student Congress, it's no wonder they sometimes get confused on some of the finer points. Although NFL publishes a thorough manual on Student Congress, there are still many abused and misunderstood motions. Here is a modest attempt to clarify some of the more bewildering points of parliamentary procedure as used by NFL Student Congress.

## 1. ABSOLUTE VOTE VS. COUNTING YES/NO/ABSTAIN:

This rule is often confusing. However, any vote which requires 2/3, 1/3 or 1/5 requires that percentage of votes of everyone sitting in the chamber. Motions such as previous question, seconding an amendment, or suspending the rules reflect the will of the *entire body*. Presiding Officers should calculate these numbers upon first taking the Chair. For these votes, "No" votes are not even required because the number needed is either reached or it's not.

However, in all votes requiring a *majority*, the Presiding Officer needs to take "Yes" votes, "No" votes, and "Abstentions." Abstentions do not count as a "No". In order for such a motion to pass (including the main bill or resolution), the "Yes" votes must simply outnumber the "No" votes. Abstentions are not counted, except as a courtesy to those members who wish to register their desire to avoid voting or who are undecided on the issue. In theory, all majority votes could be decided by 3 people (2-1) with everyone else abstaining.

## 2. FRIENDLY AMENDMENTS:

Often congress members try to get the author (or author-designee) to approve some minor changes to the bill/resolution as "friendly amendments". However, no such thing exists. Once the piece of legislation has left the author's hands and has been introduced to the congress, it belongs to the congress. On the other hand, this does not mean that all amendments of grammatical corrections need to be debated. If the amendment is introduced and receives the 1/3 second, previous question on the amendment can be called immediately and the amendment can be made in a matter of two minutes.

## 3. AMENDMENT AUTHORSHIP SPEECHES:

The NFL Student Congress Manual is very clear that authorship speeches are not guaranteed for amendments. Instead after the amendment has been introduced and received the 1/3 second, the Presiding Officer should call for an Affirmative or Proponent speech on the amendment. Then the Presiding Officer decides who gets to speak based on those interested and who has precedence. (Don't forget, though, speeches on amendments get scored and are counted against the maximum allowed per session, unless from a committee.)

## 4. TABLING A BILL/RESOLUTION:

Some students try to lay a bill or resolution on the table when there aren't enough students to get the 2/3 vote required for previous question. However, this is an abuse of this motion. The motion of tabling indicates that there is some pressing business which needs to be tended to im-

mediately. When making this motion, students need to give their reason in the motion. (For example, "I move to table this bill because the author of the next bill hasn't spoken yet and we're about to run out of time.") Without a reason, this motion is out of order. It is up to the Presiding Officer to determine whether the reason is good enough for the congress to vote on this motion.

## 5. WHEN TO CALL FOR PREVIOUS QUESTION (AND OTHER MOTIONS):

Some Presiding Officers are under the impression that motions (including the previous question) can only be made after Negative or Opponent speeches. While it may seem fair that both sides of the issue get the same number of speeches before the debate is ended, it is not a rule. Any motion, including previous question, can be made at any time. Motions, though, really shouldn't interrupt a speaker. Previous question could conceivably be called even before the authorship speech if the congress wants to dispense with the legislation before discussion. (Refer to the section on "Friendly Amendments.")

## 6. POINT OF INFORMATION/CLARIFICATION:

Students like to use this "motion" when the speaker has said something that may be incorrect or confusing. But this "motion" doesn't exist. Students may call for a point of order if they believe the Presiding Officer has made a mistake that needs to be reconsidered, but challenges to the speaker should be reserved for questions or speeches.

## 7. TWO-PART OR FOLLOW-UP QUESTIONS:

Perhaps because many congresspersons are also debaters, many congresspersons like to try to ask a follow-up question of a speaker who has not satisfactorily answered the original question. Some congresses suspend the rules to allow for two-part questions, which is often interpreted as a way to ask follow-up questions. However, such questions do not exist in Student Congress.

To begin with, when a speaker yields his or her time to a questioner, the time yielded is a one-time shot. The questioner must ask the question and then sit down, as the "floor" is back in the hands of the speaker. If the speaker avoids the question or gives an insufficient answer, it is up to the questioner to point this out in a speech. (Refer also to the section on "Points of Information/Clarification.") If a congress chooses to suspend the rules and allow for two-part questions, this yielding procedure is still followed. The time yielded is still a one-time opportunity. The questioner must ask both parts of the question and then sit down and wait for the answer. For example, the questioner might ask, "Do you believe that every life is sacred, and if so, do you believe the government has the right to decide when that life should end?" There is no provision in parliamentary procedure for immediately challenging an answer or asking for clarification. The only way a questioner can follow-up a question of the speaker is to be re-recognized by the Presiding Officer during the questioning time.

*(Tammie Peters is currently the coach at D'Evelyn Jr./Sr. H.S. in Jefferson County, Colorado. She served as a parliamentarian at the National Tournament when it was in Golden (CO).)*



# B A Y L O R

## 61ST ANNUAL SUMMER DEBATERS' WORKSHOP

2 Sessions: June 15-June 27, 1997 and July 20-August 1, 1997

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# STUDENT CONGRESS -- FORENSICALLY COMPLETE

by Sherwin Bennes

We in the forensic community know how eclectic our activity is. In fact, one could plausibly argue that forensics comes closest to being the ultimate humanities curriculum. In terms of content, its involvements range all the way from philosophy to literature to politics, current events, and government. In terms of skills, its participants develop both cognitively and affectively, psychologically and socially. Of all the forensic events, however, one stands out as forensically complete -- student congress. During opening remarks to student legislators at the Fayetteville nationals last June, tournament host Jackie Foote described student congress as showcasing the best of all the forensic events. I would like to discuss some of the reasons why I agree with her assessment.

## Student Congress & Cross Examination Debate

Still perhaps the marquee event in forensics, successful cross examination debate requires significant amounts of research. The enormous scope of information and argument compressed into a sixty-minute debate is astounding. Successful teams are those who out research other teams and are consequently able to produce a larger quantity of argument and have more options for using their research in original ways. A common criticism of cx debate, however, is the speed at which many teams present evidence and argument. Finding qualified judges is thus difficult especially for experienced teams. Furthermore, cx speed has transformed it into what many would consider a high megahertz, information processing event, not a communication event. This is not to say that cx debate is without value as most successful cx debaters would argue. But the traditional idea of debate as somehow involving oratorical skill and eloquence tends to be conspicuously absent now.

I submit that student congress at its best contains the strengths of cx debate without its weaknesses. Critics consider "congress prepara-

tion" oxymoronic, and it is true that many student legislators participate, and win, without significant preparation. This can hardly be said of cx debate. What is required to make the demands of congress preparation comparable to the demands of cx preparation? One idea might be to narrow the scope of legislative topics. Such a plan would be not unlike the current L/D practice of changing the resolution every two months. For example, one might host a congress tournament and limit the legislative area to human services. If the topic area were limited in this way, significant speech content would necessitate a good amount of research. In my senate chamber at the national tournament last summer, more than twenty competitors spoke on legislation concerning Nigeria before the question was called, yet these speeches were rich in content and contained no significant redundancy; they also tended to consume the full three minutes of allotted time. Clearly, research had been done.

For many judges and observers, the speed of cx debate not only disqualifies it from being a communications activity but calls into question its educational value. A traditional view is that debate should be more oratorical than cx currently is. Congress features just such oratory. From vocal expressiveness to gesture to the controlling of symbolic space through lateral movement to subtle bits of business like the putting on and taking off of glasses when reading short passages--all become part of a particular speech, of a particular congressional speaking style.

I argue that congress can approach cx debate in terms of research rigor; moreover, its oratorical, communicational qualities qualify it as more of an educational activity than cx debate. It has the advantages without the disadvantages.

## Student Congress and Lincoln-Douglas Debate

Probably the most entered forensic event, Lincoln-Douglas (L/D)

debate evidence takes the form not only of specific items of news information but also the philosophic principles and concepts they exemplify. Ideas such as "social contract" and "utilitarianism" and "categorical imperative" are routinely used in L/D arguments to provide foundations for affirming or denying a current resolution. The similarity of congress speeches to L/D constructs and rebuttals is clear. I often hear Locke, Rousseau, Mill, Kant, etc. used to support certain pieces of legislation. In speeches, the facts are there, but the references to political philosophers make the arguments more compelling. To some extent, L/D is unique in high school in that it offers the opportunity not only to explore but apply the ideas and arguments of the great philosophers, and to the extent that congress is similar to L/D, it also can claim to have this uniqueness.

L/D has other important advantages. Unlike CX, where quantity of argument becomes important, L/D delivery rates allow for exploring arguments in greater depth, and expressiveness, gesture, and movement become elements in the total presentation of ideas.

Like CX, however, L/D has the disadvantage of involving a relatively small audience, usually the judges and some observers.

Congress has the advantages of L/D without its important disadvantage. In addition to being oriented to current political and social issues, speeches use the ideas of philosophers to present arguments. From Kant to Mill to Thomas Paine, legislation is argued in terms of philosophy, not only in connection with specific policy or legislative proposals but concerning Constitutional issues. Furthermore, again because of delivery rate, congress speeches can be more expressive and oratorical like L/D speeches often are. One additional feature of congress, however, is the crucial element of consensus building. Student speakers must convince judges and, in order to pass or defeat certain legislation, must also become credible enough to build alliances

with peers, alliances which often cut across school affiliations within a given chamber. In fact, Congress is unique in that often the student legislators themselves have a direct voice in who will be named top speakers. At NFL nationals, competitors vote to determine who advances to Super Congress.

### Student Congress & Individual Events

In addition to expressiveness and clarity of thought and argument, extemporaneous speaking has a relevant connection to real world issues and ways of thinking. A chain of cause-effect reasoning which results in nuclear destruction or chemical-biological catastrophe, a common disadvantage strategy by CX negatives, would be untenable in an extemporaneous argument whose purpose is credibility and plausibility. The best extemporaneous speakers I have heard do not take extreme positions; they qualify their arguments, conforming to real world ambiguities and uncertainties.

Again, congress has the advantages of extemporaneous speaking without the disadvantage of a relatively small audience. Speakers have the opportunity to express their views on important current issues and to have those views take the form of specific legislative or policy proposals around which to build personal credibility and peer consensus. Congress is among the best forums for leaders to demonstrate leadership skills.

I have often thought that an English curriculum for an entire year could be developed just for the purpose of teaching the event which we call original oratory. It requires original research and the development of a significant thesis with convincing support. It requires clear and coherent organization. It requires original ways of introducing and expressing ideas. It requires rhetorical quality in diction, sentence structure, and style. And the dimension of speech delivery incorporates vocal, facial, and body expressiveness with gesture and movement.

But again, the best congressional speakers use the full array of skills that oratory requires, and they do so before a relatively larger audience. This summer, one of the outstanding speakers in my senate

chamber presented what was essentially an oration of each of her theses and then proceed to specifically and congenially support her position; she used effective diction and sentence style along with strategic gesture and movement. I was not surprised when she was selected for super congress by virtue of the vote of her peers. Expository speaking adds the dimension of visual aids, but I have seen visual aids effectively used in congress speeches as well.

The interpretation events would seem most unrelated to congressional speaking. In local tournaments, we have included an event called storytelling, the narrative version of impromptu. But as I have just mentioned, some of the best congress speakers effectively use relevant stories and anecdotes to introduce their ideas and arguments, building suspense and interest as they do so. Additionally, the drama or humor of the HI, DI, or Duo performer sometimes does find its way into the effective presentational styles of many congress speakers I have heard. And, congress speakers, when reading from John Stuart Mill in support of an argument, have been as interpretively eloquent as some of the best prose competitors.

### Conclusion & Suggestions

I believe that no event comes closer than student congress to being the ultimate competitive speaking event. It combines the best skills of all other events without the major disadvantages. It provides a context within which speakers are judged not only by adults but directly and indirectly by their peers.

Ironically and unfortunately, student congress often gets little respect. Many believe it to be an impromptu event or, depending on procedures at a given tournament, a consolation event. Both coaches and competitors must therefore take significant steps to elevate its stature. Having only been involved with forensics for about five years, my experience is admittedly limited, but some ideas for improvement do occur to me, and I would be interested in knowing what other coaches and competitors think.

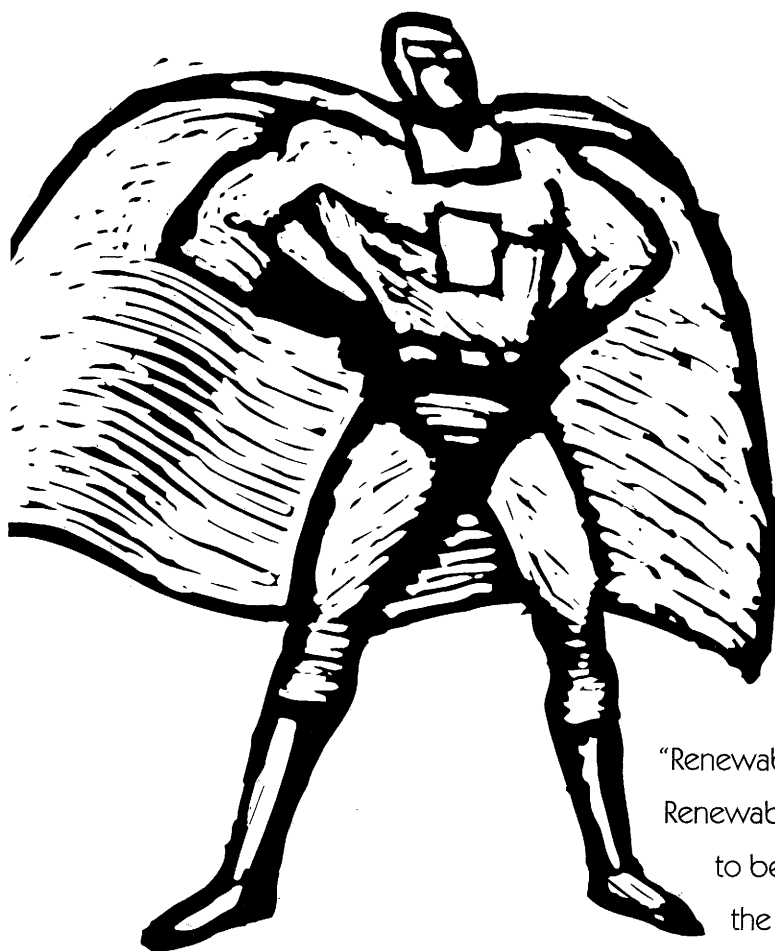
Certain tournament entry policies should be consistently followed. Locally, we have made student congress mutually exclusive

with debate, and since a competitor cannot enter both events, some have developed their own "congress crates." Having such a crate suggests a desirable mentality about the event. There is merit to the idea that congress speakers would become specialists in the same general sense and degree that CX debaters are specialists. Congress summer camps already exist.

Policies regarding legislation are also important in elevating the stature of congress. Congress can approach the research intensity of CX cases. First, legislation must be well written, significant, and debatable, and the task of writing a quality piece of legislation requires significant prior research. Coaches must insist on high standards of construction for both bills and resolutions from structure and format correctness to the quality and clarity of the language and diction used. Further, since most legislation I have seen is in the form of resolutions, it might be beneficial to spend more time writing high quality bills which require an author to consider funding and enforcement of provisions. Second, legislation must be available to competitors as far in advance of competition as possible. If it is available the day of the congress, it really does become an "impromptu" event. Third, as previously mentioned, congress competitions could narrow the range of topic areas so that individual pieces of congress legislation are of narrower scope; this would require speakers to research in greater depth, giving new life to often overworked topics.

Given the diversity of a forensic curriculum, the variety of different events, different competitors, different levels of experience, the impulse to simplify becomes strong. One interesting question a coach might ask is this: If I could teach only one event, which should it be? My argument has been that student congress comes closest to being a viable answer to this question. Jackie Foote has said student congress showcases the best of forensics. I have seen the best of student congress, and I agree.

*(Sherwin Bennes coaches at Clark (NV) HS and serves as a District and National Congress Official.)*



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☐ Junior Varsity (2nd year)

☐ Varsity (3rd/4th year)

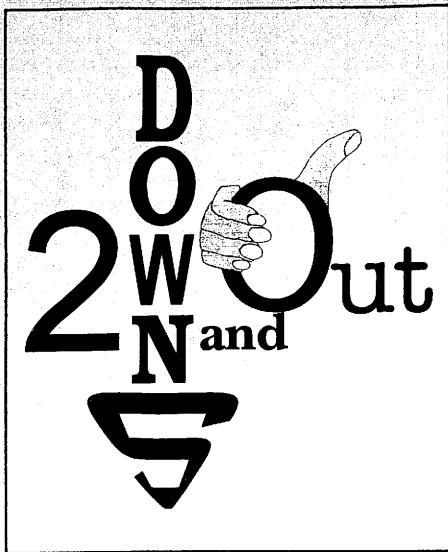
☐ Coach

☐ Teacher

☐ Other (describe) \_\_\_\_\_

*HCI Publications is a leading publisher of magazines, newsletters, and information products in the energy field. The 1997-98 Renewable Energy Information Resource Kit will be mailed beginning on February 24, 1997; to be mailed on a first-come, first-served basis. The Kit will give you access to many useful and worthwhile resources for the new debate season.*





## MIDAY AT STUD. CONG.

Hi Coch! Yew say that Yew need me to eggslain about lass week-end. As Yew no I am nougat splainin things on paper, but heir goes!

Yew remmeber that Leesa said she had to work the nite before Stud. Cong. and she never came back? Anyways, Yew said I cud go to Stud. Cong. in her place, as long as I keep a lid on it.

Whale, we got dere about an are late, as normal, and Yew sent me inna room with a hole buncha other peepul. Lil did I no that they wood be the bess freinz of mi life! They wuz awl sittin in a 1/2 circle alookin at a nice lookin' feller in the three hunnert \$ suit in front, and he's playin with a hammer and sayin stuff like "Parly ment any posedure?" which I wuz shure I was in a frenchie class cause Parly sounds like a frenchie name, but a little gurl down front said no and pointed out a set. I set.

Fust thing I no this guy clear accroisst de room gives a slip of paper to this nice lookin gal who gives it to me. There's a bunch of writin' on it. I kept it for Yew, case I was in trubbel sence he looked so mad.

*Hey- where is Lisa? Isn't she supposed to be here?*

I couldn' read his writtin, so I jess looks at him and nods, frendly like. He looks down right

apopplectic, and he give the nice gal anuthur note to gimme. I kept it 2.

*Who are you? Did Lisa send the studies and statistics that she said she would research for me?*

Same thing. I nods and smiles, and he is REEL mad, and send me dis note.

*What are you, some kind of fool? You a prude or somethin? The prostitution bill is coming up, and that stuff is my whole speech!*

I did what you tole me to do, Coch! You say I need all the frenz I can get, so I smile and I send him 1/4s for a sodpop. Yew should have sene his face!

So he starts passin' notes to peepul all aroun'; him, and then they start sendin me notes, and I con't read 0 of them, so I send awl of them a cupple of 1/4s. It means I busted for \$ for meels, but awl R smilin and laffin, and wena break comes all R shakkin mi hand and I get new frenz just lik Yew said. Thanks Coch!

Soon enuf we have to go back in that room, but while evryl is takin thur time I am gittin notes from evryl! Corse, they R all in that deebaiter hanwrittin that no l kin read, so I gits inspira-tion! I jess send them on to anyl else that aint gettin no mail, since i caint evn read mine! When evryl reads em, they turn and smile at me, and then looks reel mad and wave thur hand at somel else! It looks a lot like they sayin' "we nummer l!", but Y be mad about it? I caint figger it out, so later I picks up l that iz reely ratted up, so it must be the worstest. I still caint read it -- heer it iz.

*Hey, new kid! How about you and me and a couple of the other Pojo High representatives agree to vote against any NorthSouthEast High kid for outstanding representative. O.K.?*

I musta passed along twenty of these. I was pretty smart, huh?

So the day fly bye, and I'm so

busy I cant even lissen to what anyl is talkin bout, and we are jess about done, when the fancypants guy with the hammer sittin out front says "representative from Buffalo Wal-low, are Yew goona say ennything about this victimless crimes bill or jess make peepul mad."

Whale, I neber thot about that, but as you no I am reddy to talk anntime, so I sez "whut are we talin 'bout?" and he loks at me kinda strange like ans sez "workin' girls."

Whale I got PLENTY to say about that. You know that my momma runs a barber shop right? And I am proud of that. But she has been ahavin problems with the tax peepul, and I get rite upset about it. So heir is what I sed.

"I no a lot about workin girls, and I thing they are the best peepul in the hole world. Where would I be without my workin girl? I wood not be hier today, because my workin girl is workin, that is fur sure! If she wuznt, I would have to be workin.

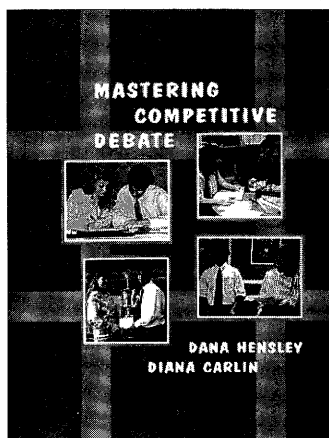
"My workin' girl has the hard-est job in the world, and that's keepin lots of men happy with her work. The slightest thing rong, and they yell at her. A single slip of the clippers, and you wood think they has been ruined for life. Heck, don't they know it grows back?"

I see that everyone is lissenin close, so I goes on.

"My workin' girl works evry day of the week to get money to feed me and keep me in school. U think it's easy workin' in a clip joint? No matter how she feels, or if her rists are achin or her arms feel like they gonna fall off, she has to act happy 'bout it. Sometimes, when I come home, there's guys waitin' in evry chair and it is ares before she is dun. I got to do my homewurk on the floor, and thass a mess, I can tell Yew!

"Sometimes she sez she otta quit and go on welfare, but she doan. She says, even if the government is out to get here, she wants to keep workin, she says if you can't do what satyfies you, then somethin is wrong with the old US and A!

(Davis to Page 12)



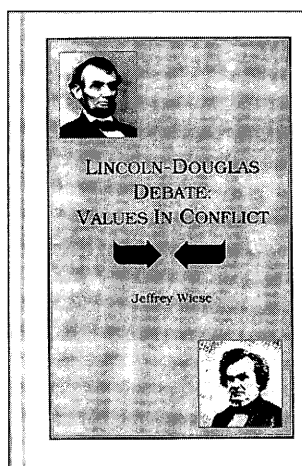
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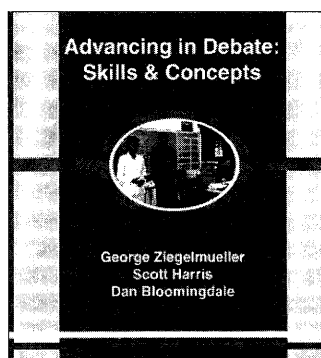
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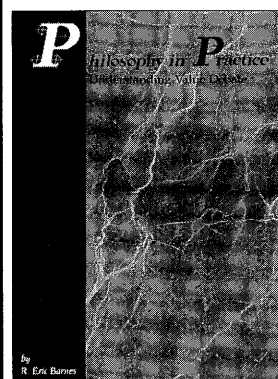
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Coaches' Workshop

# THE WHY AND THE HOW OF THE "BASE SYSTEM"

by Harold C. Keller - Clerk of the National NFL Student Congress

Many students and coaches have observed the fallacy of the frequently used "priority system" in recognizing students in congress. All too often we hear Presiding Officers' comment, "I'll recognize speakers from front to back and left to right." There are fairer ways of recognizing students, either with "Speaker cards" or the blind draw or a computerized program. But where the tradition of left-right, front-rear has been established, students and coaches alike see any deviation as a probable attempt to manipulate the Congress.

To alleviate the unfairness of more speeches (under any system) causing inequity in the National Student Congress, the Base System was devised.

The goal of the Base System is to place every Congress person on a common denominator (regardless of the number of speeches given) for figuring speaker points, for advancement to the next level of competition or for award recognition.

All recognition systems (hopefully) work under the principle of recognizing *first* those Congress people who have *spoken least or not at all*. All students start the Congress on a Base One. Once every participant has spoken once, or has had the opportunity to speak once, the system is moved to a Base Two. Logically, once every participant has spoken twice, or has had the opportunity to speak twice, the chamber moves to a Base Three.

By the close of the session some Congress people will have spoken more often than others thus giving them an unfair advantage for nominations or advancement to the next level of Congress competition. In order to guarantee equity the Congress Director determines what "Base" everyone reached or had the opportunity to reach. If a Congress person elected not to give a speech but had the opportunity to speak, he/she remains on a previous Base as it was their choice not to advance to the next Base level, and their total speaker points would be those awarded by the scorers in that session.

Assuming, for example, that every Congress person had the opportunity to give four speeches the Congress Director determines that the Congress chamber is on the Base Four level. If some, but not all, Congress people had the opportunity to give five speeches, their total points are added and then divided by five and multiplied by four (*total speaker points divided by the total number of speeches given multiplied by the base that everyone had the opportunity to achieve*). If every Congress person only had the opportunity to give three speeches in the session, the chamber is on the Base Three level. Therefore the students that did get in four or more speeches will use the formula of total speaker points divided by their number of speeches and multiplied by the

common base number of their Chamber, in this case three.

When division creates a fraction of a speaker point, the points are rounded up to the next whole number for the recording of NFL speaker points, but *fractions may be used for the advancement process*. In other words, a student with 18.876 points might advance while a student with 18.875 might not advance and still both students would receive 19 NFL Speaker points.

In this process some students will not advance strictly based on their total *number* of Congress speeches. A student with three superior speeches may receive more speaker points than those with five or six poor or average speeches (logical under any system). The Base System does encourage quality compared to strictly quantity that often causes recognition of the less than superior Congress contestant. Over the years that the "Base System" has been used no one has objected, because they recognize its fairness to all Congress students.

A fairly simple computer program uses the following formula:

1. Speaker points earned from all speeches are totaled.
2. These points are divided by the number of speeches given (carried out to the fourth decimal place).
3. Average points for each speech multiplied by the base number equals the speaker credit points. The Base System insures equity!

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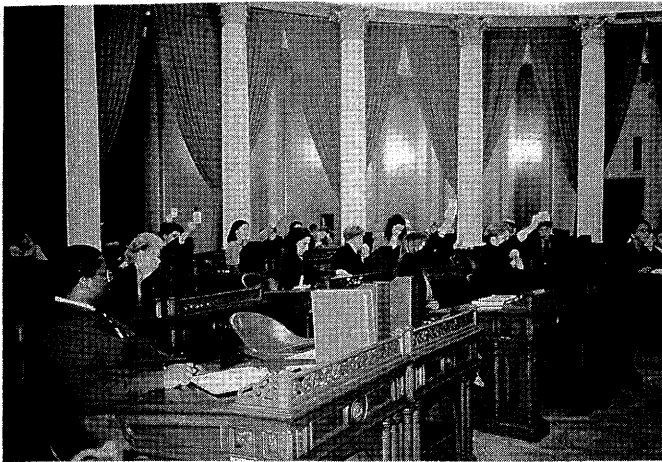
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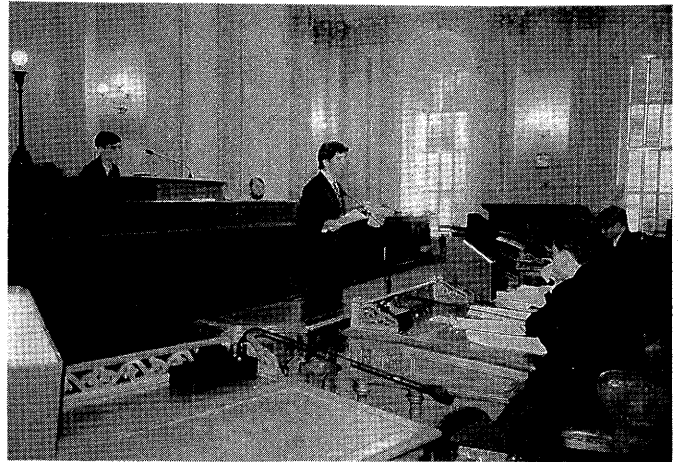


# CALIFORNIA STATE STUDENT CONGRESS

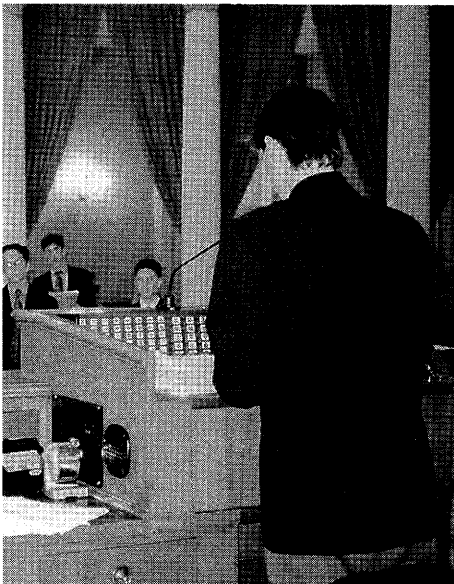
(Senate Chamber, State Capital Building, Sacramento)



*Calling for Recognition*



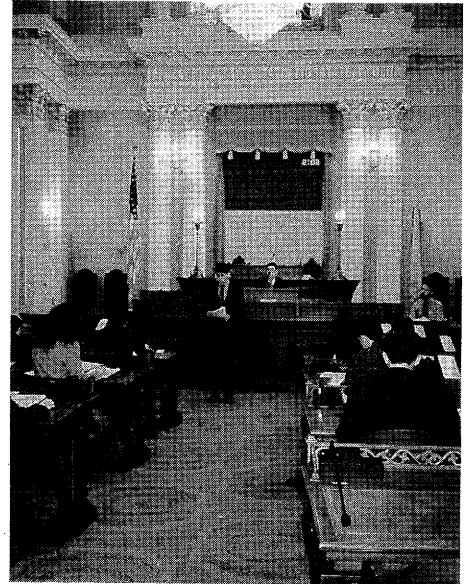
*Authorship Speech*



*P.O.'s View*



*State Committee*



*Legislative View*



*State Champion Legislator*



*Questioning Period*

# Florida Forensic Institute

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Merle Ulery--N. Miami Beach HS--Extemp  
Tony Figliola--Holy Ghost Prep, Philadelphia--Interp  
Peter Pober--University of Texas--Interp  
James Talley--Specialist--Student Congress  
Bob Marks--Albuquerque Academy--Oratory & Interp  
Casey Garcia--University of Texas--Interp

Dave Kraft--Bradley University--Interp  
Debbie Simon--Milton Academy--Interp  
Lisa Miller--Nova HS--Lincoln-Douglas  
Carmen Adkins--Sandalwood HS--JV & Varsity Team Debate  
Tucker Curtis--Albuquerque Academy--Lincoln-Douglas  
Heather Wellinghurst--University of Texas--Interp  
Brent & Kristin Pesola--University School, FL--Institute Directors

### The Philosophy of the Florida Forensic Institute

The FFI not only offers a staff that rivals any institute, but also an alternative time: students return to school in the fall *fresh from the institute* and ready to compete! There won't be that lull between the end of institute and the start of school. The 160+ students at last year's FFI found that this increased their productivity and performance level. More importantly, the FFI focuses on *instruction first*, then competition. Ironically, students have found that by taking a more "academic" approach during institute, they not only gain a more comprehensive understanding of the activity, **THEY DO IN FACT WIN!** This is supported by the fact that last year's FFI alumni have advanced to the Final Rounds at literally every major tournament in the country, including both the NFL and NCFL National Tournaments!

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Tuition for the FFI will remain the same as last year: **\$495**, which includes all materials. Day students may also purchase a lunch plan.

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That's right! Students will be housed in a secluded section of the Holiday Inn Resort, a full-service hotel that offers all the amenities imaginable--including the Atlantic Ocean--just a short distance away. And there's no need to bring towels and linens--students will receive daily maid service! The Quad Rooms include a color TV, telephone, and private bathroom. Triple rooms are available for an additional fee. Most importantly, our "dormitory" fees rival the on-campus institutes. Resident students will again be charged **\$495** (plus tuition), which includes 14 nights: Friday, July 25 through Thursday, August 7th. This fee includes lunch and dinner on week nights, recreation, transportation, beach outings, and full use of the resort--including a swimming pool and recreation center. You can be *guaranteed* that the FFI has the most ideal housing plan in the country.

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Nova Southeastern University's state-of-the-art Shepard Broad Law School has a full-service law library on campus. FFI students will have limited access to all components, including those listed above. In addition, two other major libraries are available for use.

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### TO ENROLL IN EITHER THE STUDENT INSTITUTE OR THE TEACHER WORKSHOP

Send a \$75 application fee\* (checks made out to Nova Southeastern University -- FFI) to:

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*\*Application Fee is nonrefundable & is IN ADDITION to all other fees.*

**BARKLEY FORUM**  
**EMORY NATIONAL DEBATE INSTITUTE**  
**Lincoln-Douglas Division**  
**Under the Direction of Melissa Maxcy Wade**  
**June 15-28, 1997**  
**Emory University, Atlanta, Georgia**

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and value debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs.

**Features of the Emory National Debate Institute**

**Experienced staff:** Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Kentucky, University of Iowa, Loyola of Los Angeles, University of Michigan, Northwestern University, Samford University, and Stanford University. Students will have access to all faculty. Senior faculty will teach at least one session for all students.

**Excellent staff student ratio:** The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

**Library access:** The Institute offers debaters access to the Woodruff library system; including the Gambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation an expanded in-house dormitory library will provide access to journals, books, and government documents. In addition, an in-house dormitory library makes hundreds of articles and documents easily available. We find the dormitory library especially helpful for the beginning student.

**Flexible curriculum:** The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs. Video-taping of all students augments instruction.

**Commitment to Diversity:** The Institute has always been committed to making instruction accessible to rural and urban areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants from NFL /Phillips 66 and other foundations make it possible to support many students from economically disadvantaged areas.

**Dormitory supervision:** An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Back for her third year, the head dormitory counselor's sole duty will be supervision of the dormitory.

**Inexpensive:** The Institute charges tuition and room fees of \$535; commuters, \$390.

Additionally, an optional meal plan can be purchased for \$150.

For an application, write or call:

Melissa Maxcy Wade  
P.O. Drawer U, Emory University  
Atlanta, Georgia 30322  
(404) 727-6189; email:lobrien@emory.edu; FAX: (404) 727-5367

**BARKLEY FORUM**  
**EMORY NATIONAL DEBATE INSTITUTE, Policy Division**  
**Under the Direction of Melissa Maxcy Wade**  
**June 15-28, 1997**

**Emory University, Atlanta, Georgia**

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs. A new division for junior high students was added last year for commuters.

**Features of the Emory National Debate Institute**

**Experienced staff:** Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University. Students will have access to all faculty. Senior faculty will teach at least one session for all students.

**Excellent staff student ratio:** The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

**Material access:** The Institute offers debaters access to the Woodruff library system; including the Gambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation an expanded in-house dormitory library will provide access to journals, books, and government documents. We find the dormitory library especially helpful for the beginning student.

**Flexible curriculum:** The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs.

**Commitment to Diversity:** The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants from NFL /Phillips 66 and other foundations make it possible to support many students from economically disadvantaged areas.

**Dormitory supervision:** An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Returning for her fourth year, the head dormitory counselor's sole duty will be supervision of the dormitory.

**Coaches workshop:** An in-depth coaches workshop is conducted. Topics will include administration, organization, and coaching strategies. A full set of lectures appropriate for the classroom will be developed. Junior high teachers are also welcome.

**Inexpensive:** The Institute charges tuition and room fees of \$535; \$390 for the commuter and \$250 for the Junior High Program. Lab fees for photocopying briefs are included. Additionally, an optional meal plan can be purchased for \$150.

For an application, write or call:

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# NFL'S TOP 50 DISTRICTS

(January 2, 1997)

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
1.	--	Northern South Dakota	141.33	Aberdeen-Central	608
2.	--	Kansas Flint-Hills	130.47	Silver Lake	675
3.	+1	East Kansas	120.68	Shawnee Mission-West	794
4.	-1	Rushmore	113.44	Sioux Falls-Lincoln	484
5.	+1	Northern Ohio	111.40	Canfield	584
6.	+1	Heart of America	104.05	Park Hill	543
7.	-2	San Fran Bay	102.63	Danville-Monte Vista	511
8.	--	West Kansas	102.00	Salina-South	877
9.	+1	South Kansas	94.55	Valley Center	544
10.	-1	Northwest Indiana	92.00	Hammond-Morton	400
11.	+2	Show Me	86.43	Ruskin	661
12.	+24	Western Washington	83.81	Federal Way	276
13.	+2	Northern Illinois	83.70	Niles-West	409
14.	-2	New York City	82.78	Roslyn	576
15.	+8	Great Salt Lake	81.91	Salt Lake City-Highland	403
16.	-2	Sierra	80.55	Fresno-Bullard	453
17.	-6	Florida Sunshine	79.92	Tampa Prep.	303
18.	-1	Eastern Ohio	78.31	Wooster	653
19.	-1	Central Minnesota	74.85	Forest Lake	383
20.	-4	Illini	74.43	Glenbard-South	406
21.	+5	Hole in the Wall	73.94	Sheridan	607
22.	-2	Florida Manatee	73.00	Taravella	422
23.	-4	Big Valley	71.58	Modesto-Davis	609
24.	-3	California Coast	71.52	Monta Vista	335
25.	-3	Southern Minnesota	71.17	Stillwater	458
26.	-2	Ozark	71.05	Bolivar	557
27.	+2	East Texas	70.33	Klein-Forest	681
28.	+3	South Florida	68.84	Coral Gables	322
29.	-1	Nebraska	68.25	Omaha-Marian	453
30.	+4	Hoosier South	67.20	Lawrence Central	569
31.	-6	New York State	65.92	Albany	305
32.	+6	Carver-Truman	65.56	Carthage	673
33.	+2	Eastern Missouri	65.30	Pattonville	578
34.	+3	Hoosier Central	64.85	Lafayette-Jefferson	630
35.	-3	North East Indiana	64.55	Columbia City	413
36.	-9	Sagebrush (Nevada)	64.28	Reed	386
37.	-4	North Coast	63.16	St. Edward	483
38.	--	Rocky Mountain-South	62.57	Bear Creek	510
39.	+2	Colorado	61.72	Heritage	496
40.	+4	West Iowa	61.05	Des Moines	406
41.	+30	New England	59.47	Sacred heart, MA	260
42.	-12	South Texas	59.33	Friendswood	443
43.	+2	Northern Wisconsin	58.66	St. Croix Falls	432
44.	-2	Eastern Washington	58.63	Ferris	264
45.	+1	South Oregon	58.38	North Bend	319
46.	-6	Nebraska South	58.31	Bellevue-East	563
47.	+4	Montana	58.09	Flathead	585
48.	-5	Heart of Texas	58.00	Hays	389
49.	+1	Northern Lights	57.66	Duluth-Central	467
50.	+4	Southern Wisconsin	57.07	Piux XI	282

# NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
51.	-2	East Los Angeles	56.16	Schurr	360
52.	--	Lone Star	56.04	Grapevine HS	587
53.	-5	Pittsburgh	55.33	Oakland-Catholic	397
54.	-7	Sundance	54.93	Uintah	576
55.	--	Georgia Northern Mountain	53.92	Pace Academy	328
56.	+9	New Mexico	53.25	Albq-Highland	560
57.	-4	Tennessee	52.92	Dickson County	341
58.	+9	Southern California	51.70	Mt. Carmel	404
59.	+1	South Carolina	51.17	Riverside	414
60.	-4	Louisiana	51.04	Lafayette	421
61.	+7	Tall Cotton	50.30	Hereford	389
62.	+4	Rocky Mountain-North	49.50	Ft. Collins	594
62.	-4	Southern Colorado	49.50	Rampart	480
62.	+8	West Virginia	49.50	Duval	73
65.	-4	East Oklahoma	48.83	Miami	595
66.	-4	Valley Forge	48.71	Scranton	289
67.	-4	Central Texas	47.83	San Antonio-Lee	510
68.	-9	Wind River	47.47	Worland	599
69.	+4	Deep South	46.66	Holt	281
70.	-13	Greater Illinois	46.46	Pontiac Twp.	296
71.	+3	Idaho	46.40	Blackfoot	562
72.	-8	North Dakota Roughrider	45.26	Wahpeton	420
73.	-1	Western Ohio	44.57	Fairborn & Kettering-Fairmont	408
74.	+1	Pennsylvania	43.64	Trinity	325
75.	+5	Southern Nevada	42.66	Bonanza	328
76.	+3	West Oklahoma	42.11	Alva	465
77.	+6	Arizona	40.46	Corona del Sol	558
78.	-2	Mid-Atlantic	39.21	Edison, VA	250
79.	+9	Utah-Wasatch	39.06	Roy	332
80.	-2	Gulf Coast	38.83	Calallen	305
81.	+5	West Texas	38.40	Ysleta	312
82.	-1	North Oregon	38.33	Gresham-Barlow	503
83.	+2	Capitol Valley	38.30	Galt	271
84.	-7	Tarheel East	38.16	Byrd	403
85.	-16	North Texas Longhorns	37.94	James Martin	449
86.	-4	New Jersey	35.95	Teaneck	358
87.	-3	Georgia Southern Peach	35.68	Thomas Co. Central	385
87.	--	Kentucky	35.68	Paducah-Tilghman	415
89.	+1	Michigan	35.50	Battle Creek Central	111
90.	-1	West Los Angeles	34.27	Taft	381
91.	+4	Iroquois	33.66	Bishop Kearney	130
92.	--	Maine	33.11	Brunswick	217
93.	+1	Carolina West	31.47	University HS, TN	407
94.	-3	Mississippi	31.29	Clinton	169
95.	-2	East Iowa	30.15	Waterloo-East	478
96.	--	Big Orange	24.23	La Habra	232
97.	--	Patrick Henry	24.00	Salem	164
98.	+2	Alaska	22.50		
99.	-1	Hawaii	19.00	Baldwin	231
100.	-1	Puget Sound	10.94	Seattle Kennedy	179
101.	--	Guam	8.00		

In his final United States Senate reelection campaign in 1982, John Stennis was faced with the most challenging race since his first Senate election in 1947. At an early campaign strategy meeting, he was bombarded with advice from campaign consultants on what to expect from the opponent and what would be required to win the race. He listened politely to the authoritative statements from the campaign experts who prefaced each imperative with: "To win, we will have to do this." When the consultants paused to catch their breath, Senator Stennis seized the opportunity to inform them of a point he considered very important. "There

He took his final breath on April 23, 1995 and slipped quietly away from the world he had impacted greatly. He accumulated immense power and influence during his 93-year lifetime and used it to benefit those with whom he always said the power ultimately resided: the people. He never lost perspective through a political career that spanned six decades and took him to the highest pinnacles of power in the legislative branch of the United States government. His leadership and wise counsel are sorely missed, but we continue to have the one thing we need most: his example.

To virtually everyone who

John Stennis served in the United States Senate nearly 42 years, the second-longest tenure in the history of our nation. From his election to the Mississippi House of Representatives in 1928, to his retirement as President Pro Tempore of the United States Senate in 1989, he was under continuous oath of public office. His achievements are legend. It is truly remarkable that throughout this long and highly productive career, his honesty and integrity never came into question.

Senator Stennis never stopped marveling at the beauty and majesty of the dome that towers above the United States Capitol where he spent so many long days and nights.

## JOHN C. STENNIS 1901 - 1995

is one thing you really need to understand before we go any further," he told them as he looked each one in the eye around the table. "We don't have to win."

It was his way of letting them know that his principles and values were much more important than winning an election. Despite the fact that none of the suggested tactics were in any way unethical or illegal, his personal character and integrity would not be compromised, even slightly. He would not engage in anything he considered in the least bit deceptive, no matter the consequences.

John Stennis offered himself for public office 13 times during his 60-year political career, and never lost.

knew him personally, John Stennis was a role model. Not only to his colleagues in the Senate, who called him a "Senator's Senator," but to all who admired the way he lived his life. For those who labor in fields of public service, his example is especially meaningful and applicable. John Stennis demonstrated the qualities and characteristics Americans desperately want, and deserve, in their public officials.

Integrity, courage, commitment to duty and hard work are among the principles that mark the life and career of John Stennis. At the root was his unwavering faith in God and love for people that drove him to overcome obstacles and persevere through physical hardships that would have overwhelmed most.

He often remarked on its significance as a symbol of freedom and democracy, not only for Americans, but for people throughout the world who look to the United States as a nation that stands for what is right and just. "We must never let it become common in our sight," he would say as he gazed admiringly at the brightly illuminated dome against the night sky.

The life and career of John Stennis is also a monument to what can be achieved through public service. We need to illuminate his example and hold it high for others to follow. Surely, it will never become common in our sight.

*(Reprinted from the Fall 1995 Stennis Center Perspective on Public Service.)*







*“The development of leadership is the greatest contribution that one can make to the operation and improvement of our government.”*

*John C. Stennis  
United States Senator*

# STENNIS

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*Center for Public Service*

